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ABSTRACT

Some guidelines, suggested for secondary school counselors, concerning foreign language study and vocational opportunities are briefly discussed, with major attention focused on the appendixes containing foreign language entrance and degree requirements for the bachelor of arts (B.A.) and bachelor of science (B.S.) degrees at different colleges. A table of world languages and some references are also included. For a companion document see FL 000 171. (AF)

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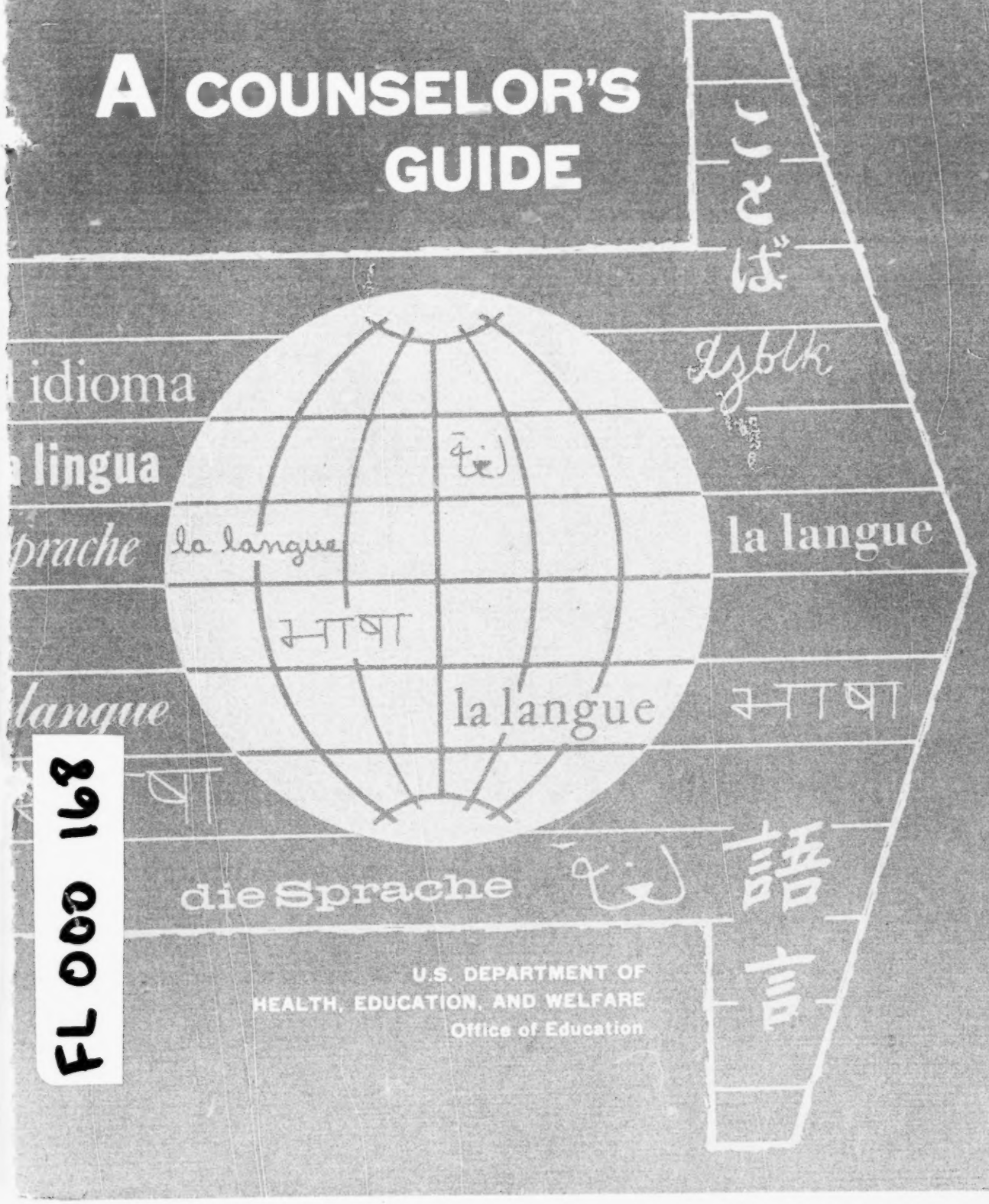
*Modern Foreign Languages*

# A COUNSELOR'S GUIDE




FL 000 168

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

## *Highlights*

THE new role of the United States in world affairs is making it increasingly necessary for large numbers of our citizens to be able to communicate freely with other peoples.

Military service, Government and business assignments abroad, exchange programs of students, teachers, and representatives from many other fields make foreign language proficiency a valuable asset, if not a requirement.

In business, Government, the professions, and the arts, foreign language competency, added to other skills, enhances job and salary opportunities at home as well as abroad.

Any high school student interested in studying a foreign language should have an opportunity to do so. Pupils with special aptitude should be encouraged to study the same foreign language for at least four years and, if possible, begin the study of a second. To permit unbroken continuation in college, the sequence should extend through the 12th grade.

Colleges and universities are reinstating or raising their foreign language requirements for admission and for degrees.

An ideal modern foreign language program begins before adolescence and continues through a long sequence toward mastery.

Every stage of language learning should bring lasting educational values.

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*Modern Foreign Languages*

# A COUNSELOR'S GUIDE

*by* MARJORIE C. JOHNSTON
*Specialist, Science, Mathematics, and Foreign Language Section*

*and* ILO REMER
*Research Assistant, Foreign Languages*

in collaboration with
FRANK L. SIEVERS
*Chief, Guidance, Counseling, and Testing Section*

**Bulletin 1960, No. 20**

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ABRAHAM A. RIBICOFF, *Secretary*

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OFFICE OF EDUCATION
STERLING M. MCMURRIN, *Commissioner*

ED 030 004

*Courtesy of the National Education Association*

"All the world's a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts, his acts being seven ages."

Shakespeare, *As You Like It*

. . . IN A WORLD WHERE THE NEED FOR MODERN FOREIGN LANGUAGES IS EVERY DAY MORE APPARENT.

II

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## Foreword

THE INTERNATIONAL CHARACTER of life in this second half of the 20th century makes clear the need for direct communication among peoples. Many leaders in Government, industry, and education believe that our Nation and our students will best be served by continuous foreign language programs progressing from the elementary grades through the high school and into the college years. Awakened public interest in foreign language study and the emphasis given to modern foreign languages in the National Defense Education Act of 1958 have greatly accelerated the trends toward longer sequences of study and the development of functional communication skills.

Counseling pupils of high school age about foreign language programs fitted to their needs and abilities is somewhat more difficult than in the past, both because the objectives are different and because a thoroughgoing revision of language instruction is taking place at all levels of the school system. Guidance workers, teachers, principals, and parents who have the responsibility of helping pupils plan their program of study frequently feel a need for basic information about foreign language. This bulletin, which provides such general orientation for counselors, is offered as a service of the Science, Mathematics, and Foreign Language Section under Title III in collaboration with the Guidance, Counseling, and Testing Section under Title V, National Defense Education Act of 1958.

E. GLENN FEATHERSTON,
*Assistant Commissioner and Director,*
*Division of State and Local School Systems.*

JOHN R. LUDINGTON,
*Director, Aid to State and Local Schools Branch,*
*Division of State and Local School Systems.*

## Why Study a Foreign Language

THE STUDY of a foreign language, like any other subject which the pupil may elect, should be considered for its value to the individual and to society. Although no one can predict the future of a great nonaggressive Nation, any more than he can foretell the future of an individual, it seems certain that, increasingly, proficiency in a foreign language will be a valuable asset to the individual citizen and the Nation.

Since World War II, extraordinary requirements for communicating effectively throughout the world have accompanied the accelerating expansion of our international relations. Our role of leadership in the free world, the Government's huge foreign commitments in persons and in money, enormous private investments overseas, large-scale cultural exchanges of students, teachers, and leaders in many fields, jet travel, international cooperation in science and technology, and other worldwide involvements make it imperative that we learn to communicate freely with other peoples in their own languages. We can no longer insist, as we have often done in the past, that other peoples learn English in order to speak with us. It is to our national advantage to provide as many of our young people as possible with the necessary language skills.

To initiate action to strengthen our language capabilities nationally, the National Defense Education Act of 1958 included a Language Development Program in higher education and provisions for improving modern foreign language instruction in the elementary and secondary schools. We must now aim to achieve vastly more in foreign languages than we ever attempted before in the high school. Instead of attracting a small percentage of the pupils to the study of a foreign language, and losing most of them before they have made any substantial progress, we must interest a far larger number of the high school pupils in considering the serious study of a second language and encourage them to continue the study long enough to make proficiency possible. Not only are language specialists essential, but also there is need for large numbers of people in many professions and occupations who are competent in a foreign language in addition to their primary field of specialization. Since these aims reflect the national need, there is much to consider by way of better counseling, better adaptation of

instruction to the pupils, and better articulation of elementary-secondary-college language programs.

From the point of view of the individual pupil, the study of a modern foreign language may be considered for its general educational value as well as for its practical use. It is a rare American youth in our era who can be sure that he will not find himself in a situation where knowledge of a foreign language is of considerable practical advantage. The study of a second language, in introducing another medium of communication, opens up new vistas of thought and develops insights into the way people of non-English speech think and feel. From the very beginning stages of foreign language study, the pupil discovers that other peoples express themselves differently, that other languages are not just like English except for the words, that language not only conveys thought but also shapes it, that speakers of different languages see relationships and interpret experiences in very different ways, that language is an integral part of the total culture of a people. Learning to react in the language and thus actually to participate in a different culture through the language is a broadening educational experience. As the pupil's abilities to understand and read the foreign language develop, a gradually deepening knowledge of the people and their literature can lead to life-long enjoyment and, in addition, give a better perspective on American culture.

The purpose uppermost in the pupil's mind when he chooses a foreign language in high school is the acquisition of a set of skills. He wants to understand native speakers talking at normal speed and to converse easily with them in the foreign language. He expects also to learn to read, within his range of interest, newspapers, stories, letters, and descriptive and narrative accounts on a variety of subjects. He may also hope to be able to write personal or business letters. He thinks of the greater profit and enjoyment which these skills will afford him in foreign travel, foreign language movies and broadcasts, meeting foreign visitors, and, eventually, in business abroad or in scientific or other vocational pursuits.

The National Association of Secondary-School Principals has urged teachers, guidance counselors, and principals to encourage pupils to select modern language study because it will develop their proficiency in communication and give them cultural insight. "We believe that modern language has appeal and value for secondary-school students when the initial approach emphasizes hearing and speaking." [1]

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[1] National Association of Secondary-School Principals, Committee on Curriculum Planning and Development. "Modern Foreign Languages in the Comprchensive Secondary School." *Bulletin of the National Association of Secondary-School Principals,* Sept. 1959. p. 4.

## Who Should Study Modern Foreign Languages in High School

FOREIGN LANGUAGE study is generally elective in the secondary school. Traditionally, pupils taking a foreign language have been from the college preparatory group and there has been a tendency to consider foreign language study too difficult for the average pupil. Objectives and teaching methods, however, are not the same today. All pupils, according to recommendations of the National Association of Secondary-School Principals in 1959, should have the opportunity to elect foreign language study and to continue it as long as their interest and ability permit, whether or not they are planning to go to college. These recommendations are concerned with curriculum adaptations which seem indispensable in the light of present and future needs.

> At a time when events anywhere in the world can produce immediate and profound repercussions on our everyday life, when decisions in this country involving other world areas are commonplace, and when an individual from any part of our country may find himself dealing with non-English-speaking peoples, some experience with another modern language and some understanding of another modern culture become extremely important.[2]

Academically talented pupils should be studying a modern foreign language throughout their high school years. Some pupils having special language aptitude can be encouraged to add either Latin or another modern foreign language while continuing the first. A second foreign language may be added after the sequence of study has been long enough to assure a reasonable control of the structure and sound system of the first. It is better for a pupil to study one foreign language until he has achieved fair proficiency in it than to study two or more languages for a shorter period of time.

Since our national leaders, who assuredly need a high level of foreign language competence, can be expected to emerge from among the top 15 or 20 percent of the graduating classes, these students, according to recommendations made at an NEA conference,[3] should be required to study foreign language in a long sequence. This conference defined the academically talented pupil as one who has the ability to study effectively and rewardingly advanced mathematics, foreign languages and tough courses in chemistry and physics.[4]

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[2] *Ibid.*, p. 6.

[3] National Education Association. *The Identification and Education of the Academically Talented Student in the American Secondary School.* Invitational Conference on the Academically Talented Secondary School Pupil. Washington: The Association, 1958. p. 104.

[4] *Ibid.*, p. 16.

It is important to identify those pupils who are especially able in language learning in order to give them a sound foundation. They may, then, have the time and interest to become linguists or other language specialists. When pupils enter the high school from an elementary school foreign language program, the school should provide the opportunity for them to continue with the same language in high school.

Similarly, if pupils enter high school from non-English-speaking homes, some consideration should be given to the study of their mother tongue, either in school or outside. Social pressures on minority language groups in the United States have resulted in the neglect of this potential national resource for language competencies.

If the pupil already speaks Spanish, French, German, Italian, Russian, or another language offered in the high school, he may be encouraged to include that language in his program. It must be recognized, however, that the classwork should be individualized to meet his special needs. A pupil who speaks and understands a language does not benefit from the usual beginning course designed for English-speaking pupils. He needs to learn to read and write what he already speaks and to improve his command of the spoken language, just as English is taught to English-speaking pupils.

If the pupil speaks a language not offered in the high school, it would be worthwhile to explore ways of providing out-of-school opportunities for him to maintain and improve his knowledge. Since some 3 million Americans, including members of the Armed Forces and their dependents, are reported to be living, traveling, and working overseas each year, numbers of youngsters have lived outside the United States long enough to speak a foreign language. In many communities there will be persons who have had training in one of the 40 or more languages taught in Government training programs, as well as foreign students and visitors, new citizens, and members of professional groups who use a foreign language in their work. It is often possible to locate individuals who would be willing to help a high school pupil in the language he has begun. Some form of systematic practice may be arranged, either through clubs and community projects or through the use of tapes and records made by native speakers, so that the pupil may continue studying the language. Such effort on the part of the counselor is becoming more and more feasible, not only in the interest of the individual pupil, but also as a means of building up a greater range of language abilities in this country.

## When To Begin Modern Foreign Language Study

FOREIGN LANGUAGE learning can start at any age. The basic problems of pronunciation, structure, and vocabulary are the same whether the beginner happens to be 6 or 60. The advantages and difficulties of starting at various age levels do vary. The Canadian neurosurgeon Dr. Wilder Penfield, who has conducted extensive research on the human brain, has concluded that the specialized areas of the brain used in speaking are most plastic and receptive to language learning before adolescence.[5] Children possess a flexibility which enables them to imitate sounds more accurately than older learners. They are not handicapped by self-consciousness and interference from fixed habits of their native speech as are adolescents and adults. Young children feel secure in learning by ear without recourse to writing or the printed page and are not plagued by the need felt by older learners to analyze what they hear and say. The chief advantages of an early start, therefore, are the greater ease in learning and the chance to develop near-native proficiency in speaking. Persons who have acquired the spoken language in childhood feel at home in the language to a degree that is seldom possible otherwise.

The number of foreign language programs in the elementary school is growing. The National Association of Secondary-School Principals has called attention to the increasing number of pupils whose modern foreign language study begins in elementary school and has recommended that secondary schools attempt to arrange suitable placement or class assignments for learners so that they may continue their modern language study without a break. The junior high school now constitutes the major gap in school foreign language programs, but many school systems are initiating modern language study in grades 7 or 8. The general or exploratory language course in the junior high school is being abandoned in favor of an early beginning in one language.

The first opportunity for most pupils to begin a foreign language comes at grade 9 or 10, permitting only 3 or 4 years of study in high school. If opportunity or motivation has been absent before adolescence or even adulthood, the study can still be successful. As the curve of learning by imitation and in situational context declines, learning by other means improves. Organized memory, reasoned association and synthesis of ideas, capacity for concentrated attention and abstraction, and, usually, high motivation are

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[5] Penfield, Wilder *and* Roberts, Lamar. *Speech and Brain-Mechanisms*, "Epilogue—The Learning of Languages," by Wilder Penfield. Princeton, N.J.: Princeton University Press, 1959. p. 235–57.

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assets of the older student of foreign languages. Imitative learning, which no longer predominates, can be greatly facilitated through the use of audio-visual materials and methods which stress listening comprehension and mimicry-memorization.

## How Long To Study Modern Foreign Language

HOW MUCH TIME is adequate for achieving something approaching mastery in a foreign language? The average amount of instruction in a 2-year high school program has been estimated to be about 200 to 250 class hours. Contrast this with the program developed by the Arabian American Oil Co.[6] for its employees in the field, all of whom live in the language environment with native teachers available as models, and with electronic aids for practice:

*Courtesy Arabic*

50 hours of classroom instruction supplemented by intensive oral drill. This amount of study enables students to get along in meeting people, asking directions, and making simple purchases.

*Work Arabic*

200 additional hours of classroom instruction, supplemented by on-the-job practice. This enables students to acquire sufficient fluency to give necessary instructions to native workers on the job and to explain routine operations.

*Comprehension Arabic*

1,000 additional hours of instruction, including reading, composition, grammar, and conversation again supplemented with audio material and self-study aids. The course is completed by 6 weeks' residence in a native village where the student hears no English and is on his own in Arabic.

Not every employee's instruction in Arabic ends at this point, however, for some are expected to continue study for an additional year or two at an Arab university in order to acquire facility approaching mastery.

In terms of the school program, the time equivalent for reaching a level of performance in a foreign language comparable to the comprehension stage in Arabic would be from 8 to 10 years. Pupils, as well as parents and teachers, should realize that language facility is a progressive acquisition of skills which is never finished, and therefore realistic expectations regarding outcomes must be formed in accordance with the amount of time and effort devoted

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[6] Cowan, J. Milton. "The Arabic Program of the Arabian American Oil Co." *In Monograph No. 12 of the Series on Languages and Linguistics of Georgetown University.* Washington, 1960. p. 71–74.

to language practice. We need only to compare foreign language study with the time allotted to the study of English in our schools even though the child already speaks English when he enters the first grade.

A 3-year high school sequence can hardly be expected to produce a high level of proficiency, but if this is the most that can be offered, the foreign language should be available in grades 10, 11, and 12 so that an unbroken continuation at the college level can be assured. The National Association of Secondary-School Principals recommends that a minimum of 4 years' sequential study be available to students as long as they can profit from such study. As the grammar-translation-reading approach to teaching is abandoned in favor of an audio-lingual approach most pupils can succeed through the third and fourth years of study. If third and fourth year classes are small, it may be necessary to arrange for individual study and practice, but pupils should not be deprived of the opportunity to continue. In very small schools, advanced pupils might continue through correspondence courses with audio aids.

The ideal language program, and probably the normal one for the future, is senior high school and college experience based on foreign language study in the elementary and junior high schools. Many school systems are working toward a sequence of this desired length. As an interim plan, until a 5- or 6-year program can be offered, the schedule may provide for 4 years of language work spread over a 6-year period. There are certain advantages to experimenting with such plans. They allow an early start in language study and, at the same time, permit better articulation with language work at the college level. Thus instruction begun in the 7th grade may continue through the 12th grade, although the language would not be studied on a full-time basis every year. In schools where some pupils begin a language in the 7th or 8th grade, separate programs should be maintained for pupils who have started a language in the early elementary grades.

Although articulation between the various levels of schooling may be difficult, with separate provision made for beginners at each level and for those continuing their study, suitable placement or class assignments should be attempted. In the same way, the college curriculum needs to provide courses for the continuation of the high school foreign language sequences, as well as for beginners starting a second or third foreign language at college level. Colleges have always accepted the latter responsibility, but increasingly they are insisting that students come to them with substantial preparation in one foreign language. A solution adopted in the past by entering students who felt inadequately prepared for for-

eign language courses in college was to drop the language taken in high school and begin a new one. Going through the beginning stages of language study in two different languages is somewhat wasteful, if neither is studied long enough to become a source of pleasure or profit. This unfortunate use of time and effort might be avoided through better articulation and coordination of high school programs and through improvements in college placement and guidance procedures.

An increasing number of high school pupils participate in the Advanced Placement Program administered by the College Entrance Examination Board. The program outlined in Spanish, French, and German is linguistic, cultural, and literary. Although it establishes criteria for content and for measuring achievement, it should not be interpreted as making recommendations concerning methods and materials at earlier levels. High school pupils with audio-lingual skills will have an opportunity to demonstrate this proficiency, since the Listening Comprehension Tests of the College Entrance Examination Board form a part of the regular test series used for admission by member colleges. Tests of speaking ability are in a more tentative stage, since they are difficult and expensive to administer, but work is progressing on this type of test also.

Whether or not a pupil goes on to college and whether or not he completes the 4- to 6-year sequence of foreign language in high school, counselors and teachers have an obligation to make sure that his second language experience is satisfying and educationally valuable. Not every citizen needs to become highly specialized in his knowledge of a foreign language. It is of the utmost importance, however, that the pupils who elect a foreign language learn enough about the nature of language to appreciate its importance and to acquire assurance of their ability to learn to communicate in practical situations with people of non-English speech. They will thus avoid the psychological block toward foreign languages which has grown up in this country in the past. An adult who recalls with bitterness his school experience in a foreign language often considers himself unable to learn another language, and is repelled by the prospect of having to learn one. On the other hand, a person whose previous language learning left him with a sense of accomplishment and interest is able later to tackle the study with confidence.

To adapt foreign language teaching to the interest, maturity, and psychological needs of high-school students is not to lower the standards of achievement. To pitch the level or the tempo of a

course higher than is attainable is not synonymous with high standards in terms of the objectives of modern foreign language teaching. Teamwork on the part of guidance counselors and teachers can provide for a wide range of abilities and interests on the part of students, up to and including the academically talented.

## Which Language To Study

THE PARTICULAR modern foreign language which a pupil chooses to study in high school is a matter of individual motivation, depending on which languages are available, family preference, community background, vocational interest, travel opportunities, and other considerations.

Spanish, French, German, Italian, and Russian are the modern foreign languages most frequently offered in our high schools. At present the colleges and universities have the major responsibility for teaching other languages. Arabic, Chinese, Japanese, Hindi, and Portuguese have also been assigned high priority in terms of national need. The report of a survey of language needs made in 1959 by the American Council of Learned Societies stated that there is a present, continuing demand for individuals trained in the official languages of all the nations with which the United States has business and diplomatic relations and also in some of the unofficial languages spoken by many millions of inhabitants of foreign countries and territories. The principal languages of the World are listed in Appendix III.

In the future, as more qualified teachers and suitable instructional materials become available, additional languages will no doubt be offered in the high schools. Leroy J. Benoit, Chief of the Area and Language School Training Division of the United States Information Agency, recently predicted that Indonesian and other languages of underdeveloped countries will be taught in our high schools within 10 years. He supports his belief by calling attention to the number of schools now offering Russian as compared with the total a few years ago.

In a small high school the pupil's choice of a modern foreign language may present no problem, since frequently only one is offered. If more than one is available, pupils may ask whether any particular language is considered preferable as a foundation for the study of a second. There is no evidence to indicate that any one language should be studied first. Whichever is studied first will facilitate

the learning of another. When a language is added to the high school curriculum it should be offered on the same basis as all the others. If a pupil's first choice is Russian, for instance, the earlier he starts the more proficiency he is likely to acquire. There is no reason why he should be required to take 2 or 3 years of Spanish or French or German or Latin before he begins Russian.

A student may ask whether he should forego or postpone the study of a foreign language if his first choice is not available. When language study is functional and the pupil is able to attain proficiency, any language that he knows will be useful to him. Each language studied makes a unique contribution to an individual's preparation for greater contacts with other peoples of the world. Another consideration is that a functional command of any foreign language will facilitate the learning of any other as the need arises. That need may be felt to an extent undreamed of a few years ago, because newly emerging nations are setting up indigenous languages as a symbol of national sovereignty. The greater scope of our worldwide contacts in all fields increases the chances that any individual may find it necessary to learn a language not now available in the high school or one for which he had no foreseeable need when he selected his first foreign language.

Before making his final choice of a modern foreign language the pupil should have assurance that (1) the language is taught in a listening-speaking-reading-writing sequence; (2) that the sequence of study runs long enough to make proficiency possible; and (3) that the language he plans to continue in college is a part of his 12th-year program.

In helping pupils choose a second foreign language the question of Latin will need to be considered. The obvious relevance of modern language study to modern life should not obscure the values of the classical languages. Discussion of the differing aims and objectives of contemporary and classical languages may be found in the following publications:

Connecticut State Department of Education. *Foreign Languages: Grades 7–12.* Curriculum Bulletin V. Hartford, Sept. 1958.

"The FL Program and the Classical Languages," FL Program Policy. *PMLA*, Sept. 1956, Part 2.

Northeast Conference on the Teaching of Foreign Languages, 1959. *The Language Learner: Reports of the Working Committees.* Frederick D. Eddy, *ed.* Washington: Georgetown University, 1959.

## Predicting Success in the Study of a Foreign Language

COUNSELORS are frequently expected to apply some standard criteria for advising pupils about foreign language study. Over half of the Illinois high schools polled for the Allerton House Conference in 1957[7] reported using objective measures for determining who should study a foreign language. In descending order of frequency, the criteria most often mentioned were scholastic aptitude, intelligence quotient, ability in English, and foreign language prognosis tests.

Research in foreign language teaching during the last 30 or 40 years has attempted to measure linguistic aptitude and to identify what it consists of. According to present knowledge none of the criteria mentioned above, singly or in combination, is valid enough to justify excluding students without a tryout period in a foreign language for a semester or a year. Anyone able to use his native language to conduct the ordinary affairs of life can also acquire a reasonable competence in a second language if given sufficient time and opportunity to do so and if sufficiently motivated.

School officials and parents have been generally disappointed in the dependence on intellectual ability or academic achievement as sole indicators of probable success in the study of a foreign language. Intelligence quotient has a general bearing on language learning but less directly than on some other types of school subjects. One reason is that a number of abilities measured in a typical intelligence test are not relevant to foreign language learning when skills are developed through abundant guided practice in the language itself. Knowing a language seems to be a matter of mastering basic habits of reacting to the sounds, structure, and vocabulary of a particular language. Pupils of limited academic ability sometimes display great facility in learning to understand and to speak a foreign language.

For more specialized study, such as intensive courses in which it is necessary to gain high proficiency in a very limited time, rapid learners can generally be identified by use of aptitude tests. In high schools such tests, along with other types of information, can assist in ability grouping. They should not be used to screen out pupils who are motivated to study a foreign language. Language aptitude tests cannot be used, either, to predict whether one language can be studied more successfully than another. A tryout period in the foreign language to be studied is regarded as the best predictor of achievement.

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[7] Southern Illinois University. *Foreign Language Teaching in Illinois: Report of the Foreign Language Study Group.* Allerton House Conference on Education. Carbondale, Ill.: The University, 1957. p. 15.

## How To Develop Communication Skills

PUPILS who are studying a foreign language for the first time in high school may start with some naive notions about what language is. They often believe that other languages are the same as English except for the words, and they expect to learn the exact equivalents of English words which will then fit into sentences that have the same word order and construction as English sentences. Since their formal study of English is associated with reading and writing, they probably expect to begin the study of the foreign language from a book rather than by listening to new sounds. The pupils may need to be reminded that they heard and spoke English for about 6 years before they began to learn to read and write it. Similarly, they should begin learning their second language by listening and speaking. Reading and writing follow in the natural progression of language learning.

Pupils generally do not realize that each language has its own distinctive rhythm, intonation, and speech patterns. For this reason speech habits which have become fixed in the mother tongue, when transferred to the foreign tongue cause an accent which any native speaker of the language notices. Except in early childhood it is very difficult to acquire a native pronunciation. It is entirely reasonable, however, to expect the high school student, and the adult learner as well, to acquire a pronunciation acceptable to a native speaker; that is, to speak in such a way that the native is able to concentrate on what is said and not be distracted by the manner in which it is said. Acquiring facility in speaking is largely a matter of guided practice in imitating until the new set of speech habits is firmly established. Descriptions of how the language works (rules of grammar) are helpful in the same way that the rules for playing a game are useful, but to develop skills there is no substitute for the actual performance.

Listening practice is another essential phase of language learning which needs to be continued indefinitely. It is often more important to comprehend what is being said than to be able to speak well. There are many levels of difficulty in reaching the point of self-sufficiency in understanding the spoken language, ranging from conversation with one person to the rapid crossfire of many voices heard more or less simultaneously in a large group. Telephoning, adapting to different levels of usage (small child, taxi driver, professor), and understanding announcements over loudspeakers (flight numbers, departure of trains), for instance, require a degree of skill attained only through extensive practice in a variety of situations.

In undertaking the study of a foreign language, the pupil needs to realize how much time and effort is involved. Learning a language is a very complicated process, but probably he has never thought much about it, since he learned his native language without conscious effort and now listens and speaks rapidly, automatically, and with ease and confidence. Even so, he has not completed the task of learning English. Looking at the study of a foreign language realistically he will not expect to master it overnight; neither will he feel that he cannot learn it at all. He has proved his ability by learning one language, his mother tongue. The important thing for him to keep in mind is the necessity for doing well a small amount every day, since language skill, like any other skill, requires regular practice and consistent purpose.

## Opportunities for Out-of-School Practice

MORE RAPID progress in learning to understand, speak, read, and write the foreign language studied in school can be made if pupils are alert to the opportunities for outside practice, both during the school year and when classes are not in session. Like other skills involving muscular and neural learning, language facility is reinforced by use and weakened through disuse.

Travel probably offers the most obvious incentive for outside practice, and foreign travel is becoming commonplace, but without leaving the United States or even the local community there are many resources either already present or easily created for practicing foreign languages.

Many cities have regular radio broadcasts in one or more foreign languages. In border areas adjacent to Canada, Cuba, and Mexico, broadcasts from those countries are frequently heard. Newscasts, commercials, political speeches, soap operas, variety shows, interviews, and play-by-play accounts of sports events attune the ear to the language used in real-life situations. In addition, various types of broadcasts originating outside the United States are received by short wave. Ham radio operators who have established contact with a fellow operator abroad are eager to send and receive messages in the foreign language.

Art theaters, museums, commercial theaters in communities having an interest in certain languages, and sometimes school clubs present foreign films with a foreign language soundtrack. Theaters in the larger cities sometimes book foreign companies on tour in this country. Little theater groups may give performances

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of foreign plays in the original language. Other types of community activity, such as church services, choral groups, and folk festivals are also occasions for hearing authentic foreign speech. And the public library often sponsors storytelling hours in foreign languages.

Trips to the United Nations' headquarters, the Pan American Union, the Alliance Française, German restaurants, foreign embassies, and other centers whose activities are conducted in foreign languages, serve as exciting tests of the pupil's ability to understand the foreign speech.

Many phonograph records and tape recordings that are available commercially or from school or public libraries can be used for practice at home. Some family groups enjoy learning with the aid of spoken language records and songs which they can follow in the foreign language. If native speakers of the language are available to record poetry, stories, songs, or materials of special significance, there is added personal interest in listening to the foreign language. High school students frequently like to exchange tapes, which they record in English, with a friend of foreign speech who records in his own language. Thus an excellent model for listening comprehension and imitation is supplied to both students without their having to limit the content to what they can say in the new language.

Through the programs of student clubs, summer camps, and youth organizations many incidental and informal activities can be planned in which a foreign language is used. These often motivate more ambitious undertakings, such as organized trips to foreign countries and teenage exchanges.

Pupils in intermediate and advanced classes can be encouraged to read widely. Foreign newspapers and magazines are sometimes available at newsstands. Subscriptions are easily placed. Some bookstores stock contemporary literature, technical writings, and other books from various countries.

Pupils may be interested in exchanging letters in the foreign language. It is advisable, as in the case of tape exchanges, for the pupil to write the greater part of the letter in English and for the foreign correspondent to reply in his own language. The letters received by each pupil, being authentic samples of the way teenagers express themselves, make highly interesting reading in the foreign language. When the pupils have interests in common, such as stamp collecting, photography, maps, or sports, the enclosures of the letters may mark the beginning of the pupil's specialized study of certain phases of the country and the people.

The counselor and teachers should keep the community well informed concerning the school foreign language program, and should stress the need for providing abundant out-of-school practice for the pupils enrolled in the various languages. When the need is understood, many individuals as well as civic and cultural groups will work creatively to enliven the experience of language learning and give the pupils a sense of the community's interest in their achievement.

## Vocational Opportunities for Persons With Language Competencies

WHEN A PUPIL is asked how he expects to use the foreign language he is learning, he may say that he wants to be a translator. It is probable, however, that he does not know what is involved in translation, which is the relating of two languages that the translator already knows well. In the development of the four basic language skills of understanding, speaking, reading, and writing, the teacher will have made a special effort to keep the pupil from trying to translate to and from English. His reason for circumventing the older child's tendency to reword the foreign expressions in English is to establish as quickly as possible the pupil's ability to operate in the language without reference to English. Translation, as a literary exercise, will be profitable for the advanced student.

Since any language is a complex system with its own characteristic patterns of sound and structure, the native speaker is able to express fine shades of meaning which other native speakers of the language readily appreciate but which foreigners oriented to a different system may miss altogether. The translator must acquire the fine art of converting the exact meaning from one language to the nearest equivalent possible in the other language. This process involves not only the fine distinctions in meaning, but also the feeling, tone, subtle connotations, level of usage, euphony, style, and diction. Even when the translator knows both languages well he may be unable to make a clear translation of technical material for lack of knowledge of the particular subject matter to be translated.

Simultaneous interpretation is a type of work which is basically translation but which requires still greater skill. Openings of this kind occur in sessions of the United Nations, international conferences, interviews with foreigners on state occasions, and,

in a more informal way, with escorted groups of official visitors from other countries. To listen so attentively as to anticipate what is going to be said before a sentence is finished and at the same time to relay this sentence in another language, exhibiting all the while some effectiveness as a public speaker, demonstrates a rare combination of abilities. Not only must the performance be as rapid as the speech being interpreted; it must also be in the style that the speaker would be using if he spoke English. The constant attention and effort demanded in this unhesitating flow of oral translation and interpretation is so exhausting that the interpreters generally work in pairs, each taking his turn for short periods of time. The really top positions in simultaneous interpretation are nearly always filled by persons who became completely bilingual in childhood.

The pupil who wants to become a translator must realize that he will need to study the language for many years and acquire a highly functional use of it. His advanced preparation would include intensive practice in translating many types of material.

Language skills are of primary importance in certain types of work in addition to translation and interpreting, as, for example, language teaching, radio broadcasting (by the Voice of America, the Armed Forces, etc.), and linguistic and literary research.

The demand for competent teachers of foreign languages is very great, from the elementary school on through the graduate school and the specialized language programs. As a result of larger numbers of vocational opportunities for the use of language competencies, more pupils are being encouraged to elect a foreign language and those who do are being urged to remain in the course for as long as possible. Between now and 1970, according to estimates of the Research Division of the National Education Association, 22,000 additional foreign language teachers will be needed for colleges alone. There will be even greater need for teachers when secondary schools now offering no foreign language add foreign language to their curriculum. The North Central Association of Colleges and Secondary Schools, the regional accrediting agency for 3,500 high schools in 19 States, voted in 1959 by a 90 percent majority to raise standards of courses required for accreditation of schools and certification of teachers. Beginning in the school year 1963–64, all member schools must offer 2 years of foreign language instruction. The delay in the effective date was necessary because of the shortage of foreign language teachers.

The widespread interest in beginning foreign language instruction in the elementary school has also created a vast need for elementary school teachers who are proficient in a foreign language.

Colleges preparing teachers for the elementary schools have largely neglected foreign languages, so at present very few teachers have the qualifications needed. The lack is all the more acute because of the rapid increase in the total number of students in our schools and colleges. Some school systems foresee a doubling of their school population every 10 years.

To enable more students to go to college, the National Defense Education Act, through title II, provides for the establishment at American colleges and universities of loan funds from which high school graduates may borrow on reasonable terms. In making loans, the colleges give special consideration to applicants who express a desire to teach and whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. Up to 50 percent of the loan will be canceled over a period of 5 years following graduation if the borrower becomes a full-time teacher in a public elementary or secondary school.

The special preparation needed to become a foreign language teacher includes a command of the four basic language skills plus a good knowledge of applied linguistics, an enlightened understanding of the foreign people and their culture, and the professional preparation pertaining especially to language teaching. The teacher of a foreign language, like that of any other subject, should have the personal qualities that make an effective teacher, a well balanced education, and appropriate knowledge of pedagogy, psychology, and general teaching methods.

A high level of proficiency in one or more foreign languages can lead to a career in many kinds of government service, and in industry, business, journalism, science, and other fields. Knowledge of a foreign language is a requirement for some openings, such as foreign service personnel, border patrol officers, bilingual secretaries, foreign missionaries, and countless defense workers, both civilian and military—to cite a few. Such requirements, although greater than in the past, are fairly well understood. What pupils may not realize is the fact that, although language specialists are in short supply, the most important need is for people in other fields of specialization who can use a foreign language as an auxiliary skill.

In many of the government agencies, for example, the openings in overseas assignments are for engineers, career information officers, teacher education specialists, teachers of English as a foreign language, agricultural experts, vocational education teachers, economic advisers, scientists, communication technicians, health officers, medical doctors, home economists, research analysts, foreign

area specialists, advisers in international law, transportation problems, child welfare, forestry, community planning, land reclamation, and for other specialists. Most of the positions of this kind carry with them heavy responsibilities involving work with foreign military personnel, national ministries of education, international banking concerns, for example, and only mature persons with broad experience in their particular field of specialization need apply.

It is precisely in these assignments that our greatest linguistic weakness as a Nation becomes apparent. The primary qualifications must be of a high professional nature, but at the same time such persons need to be able to communicate directly in the language of the people with whom they work. We have often been criticized for our failures in making ourselves understood, respected, and liked by the peoples of Europe, Asia, Africa, and Latin America. No amount of military or economic aid can replace a genuine interest in the people, their cultural values and way of life, as reflected through an adequate knowledge of their language. In March 1957, at the invitation of the U.S. Commissioner of Education, 36 officials representing 20 Government agencies met to exchange information on their needs for personnel with competencies in foreign languages.[8] Every representative spoke of the great discrepancy between the supply of and demand for qualified persons to give overseas service, work with foreign nationals, participate in international conferences, and carry out other assignments in which the lack of foreign language proficiency is a serious handicap. The International Cooperation Administration alone annually requires about 1,250 persons for overseas duty, and specialists for these programs need, but seldom possess, proficiency in the language of the country to which they go. In a recent group of technicians leaving for work in underdeveloped countries, only 3 out of 50 could speak any language other than English.

Similar testimony is given by leaders in business, industry, education, religious groups, service foundations, and other large segments of our national life. Chambers of commerce, hotels, retail stores, insurance companies, airline and steamship companies, travel bureaus, banks with interests abroad, manufacturers, construction companies, shipping offices, port officials, and oil companies need personnel with auxiliary foreign language abilities. Most of the jobs are not at top levels, either abroad or at home. Interviews with business men conducted during a broad sampling of executive opinion by the Southern Humanities Conference[9]

[8] Johnston, Marjorie C. "Language Needs in Government." *School Life*, 39: 14–15, April 1957.

[9] McAllister, Quentin Oliver. *Business Executives and the Humanities.* Report of the Southern Humanities Conference. Chapel Hill: University of North Carolina Press, 1951. 114 p.

emphasized the fact that most of their requirements are not for linguists *per se,* much less for just anyone with a knowledge of the language, but for personnel who possess language skills in addition to other special qualifications. In such activities as sales, distribution, and advertising there is no effective substitute for knowing and speaking the other person's language, but the language skill alone does not make a salesman or an expert in the advertising field.

Another important need which high school pupils are not likely to be aware of is the use of foreign languages to improve public relations. In the President's program of people-to-people diplomacy the Armed Services Committee has given the language problem number one priority. The average serviceman overseas finds it hard to win friends and at times gets into trouble because of his inability to communicate. The wives and dependents also need communication skills and understanding of the culture of the people. Knowledge of the local language is considered of such high priority by some officers of the Armed Forces that they have changed the nature of the elementary language programs from a voluntary enrollment basis to required participation by all. Since April 1957, for example, the study of Spanish has been mandatory for Air Force personnel stationed in Spain. On a German military base, a visiting general was surprised at being addressed only in German by wives of servicemen until he was reminded that while in command there he had ordered German language instruction for all personnel and members of their families. The level of competence needed for this purpose is very different from that of the specialist, but in the opinion of many of our national leaders it is no less important.

Nor is the use of a foreign language for communication and cultural understanding limited to overseas assignments. For many positions in our communities at home, preference may be given, other qualifications being equal, to the person who knows a foreign language well enough to use it in everyday contacts with customers, clients, or the general public. In a study conducted at DePauw University in 1957, graduates of that university reported on their use of the foreign language studied in high school and college either in their employment or incidentally. Out of 187 answering the questionnaire, 106 had been gainfully employed using a foreign language, and the variety of activities was extraordinary.[10]

It is not our purpose to enumerate or describe in any formal way the vocational opportunities which are open to persons with vary-

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[10] Sublette, Edith B. "Do Romance Language Students Obtain Positions Using Languages?" *Modern Language Journal,* 42: 149–51, March 1958.

ing degrees of proficiency in foreign languages. Rather it is intended that this bulletin should provide general information about the study of modern foreign languages. Assuredly, however, vocational opportunities are increasing.

One other trend should be considered when the high school pupil is planning his study of a foreign language. In the past it has been customary to assign priorities to particular languages for certain fields of study, such as diplomacy, foreign trade, and science. Now that world events have brought into use a far greater number of languages and have enlarged the scope of activities in nearly every field, there is no glib answer to what foreign language program best meets the individual interests and needs of today's high school pupils.

## College Entrance and Degree Requirements in Foreign Language

COLLEGE ENROLLMENTS have reflected general acceptance of the need for higher education by rising steadily and rapidly. For the past several years more than half of the high school graduates have enrolled in an institution of higher education, and the competition for admission is being intensified. Meeting foreign language requirements for admission to college will be a concern of many pupils. The marked decrease in offerings and enrollments in foreign languages during the past few decades established a norm of 2 years of a foreign language in high school, but this trend has now been reversed.

Many colleges, in the light of changed conditions and critical needs, are instituting or restoring or raising admission requirements in foreign languages. Those raising their admission standards are recommending with increasing frequency that secondary school pupils take at least 4 years of a single foreign language rather than 2 years each of two foreign languages. The 1958 Report of the Commission on Liberal Education of the Association of American Colleges recommends that minimum foreign language requirements for college entrance be raised as rapidly as possible to 4 years of language study. It seems likely that by 1963 admissions officers even in colleges that have no foreign language requirement for entrance will give priority consideration to applicants who meet the 4-year minimum recommended.

The recommendations of The Chancellor's Committee on Foreign Language Study to the University of Kansas are illustrative of the thinking in many colleges and universities. It is proposed that beginning in the fall of 1965, students entering the University of Kansas must demonstrate a good reading proficiency in a modern or ancient foreign language. Those unable to do so may take noncredit language work. Students entering the junior year must demonstrate a good aural proficiency in a modern foreign language or a superior reading proficiency in an ancient language.[11] In the College of Arts and Sciences of the University of Texas, effective in 1963, the minimum unit requirements for admission will include two units of a foreign language. Students satisfying all requirements except foreign language units will be admitted with a deficiency. The University of Illinois also will require two units in foreign language for admission by 1963. This action by State universities may anticipate a developing pattern of admission requirements.

Numerous institutions, public and private, are making similar changes in their entrance requirements. Beginning in 1962, for example, applicants for admission to Columbia College in Columbia University will have to present 3 years of a foreign language; meanwhile those so equipped will receive preference.[12] At Cornell University, also in the fall of 1962, 3 years of a foreign language will be required for admission. Cornell recommends that high school pupils be counseled to take 4 years of one language with the objective of achieving a really useful knowledge and at least 2 years of another, and, where the opportunity exists, they are urged to begin the study of a foreign language in the seventh grade or earlier.[13] Mount Holyoke College requires 3 years of one foreign language plus 2 of a second, and beginning in 1961 admission to Vassar will require 4 years of one foreign language or 3 years of one language plus 2 years of a second.[14]

Many institutions are also adding, restoring, or increasing degree requirements in foreign languages. In Pennsylvania, reports from 53 institutions offering the B.A. degree showed that 40 of these institutions require a foreign language for entrance and 51 have a requirement for graduation. Coe College, Hood College, Yankton College, Rice Institute, Southern Methodist University, and

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[11] University of Kansas, Chancellor's Committee on Foreign Language Study. *Conclusions and Recommendations to The University of Kansas.* Lawrence, Kans.: University of Kansas Press, 1959. p. 4.

[12] *PMLA*, September 1959, Part 2. p. vii.

[13] *PMLA*, May 1959, Part 2. p. vi.

[14] *Ivory Basement News*, January 1960. p. 6.

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Texas Christian University are among the institutions that have recently strengthened their foreign language degree requirements.[15]

Although requirements are most frequently expressed in terms of years or units of credit, there is growing interest in measuring language achievement and determining level of proficiency without regard to the amount of time spent in acquiring it. A policy statement of the Foreign Language Program of the Modern Language Association has defined proficiency as follows:

> . . . by "reasonable proficiency" we mean, in the case of modern foreign languages, certain abilities, no matter how or when acquired:
>
> (a) the ability to get the sense of what an educated native says when he is speaking simply on a general subject, (b) the ability to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native, (c) the ability to grasp directly the meaning of simple, nontechnical writing, except for an occasional word, and (d) the ability to write a short, simple letter.
>
> We spell out these skills because we believe that the increasingly important educational justification of a language requirement is not served by statement of the requirement solely in terms of courses or credit hours.[16]

The University of San Francisco was one of the first to announce such a change in policy. All students entering after the 1958–59 academic year will be required to become fluent in at least one foreign language before graduation. In the past, according to an official of the University, many students met the degree requirement in a foreign language without becoming fluent in the language.

In assisting pupils who expect to go to college, the counselor may wish to refer to lists of the colleges and universities having entrance and degree requirements in foreign language, published by the Modern Language Association. "Foreign Language Entrance and Degree Requirements for the B.A. Degree," compiled in 1957, is reprinted in Appendix I. "Foreign Language Entrance and Degree Requirements for the B.S. Degree," compiled in 1959, is reprinted in Appendix II. In view of the rapid changes being made in foreign language requirements, it will be important in using these lists to remember that they are not entirely complete or up to date.

Looking ahead, if current trends continue, students will be entering college with better language preparation than at any time in the past. The nature of the college program will change too, since the elementary courses can be discontinued except as students wish to begin a second or third foreign language in college.

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[15] *Ibid.*, June 1959. p. 4; September 1959. p. 20.
[16] *PMLA*, September 1956, Part 2. p. xxiv.

## Summary

THE FOLLOWING brief guidelines, each of which has been developed more fully in the preceding discussion, may be useful in counseling high school students about the study of a foreign language.

1. *Why study a foreign language?*

The study of a foreign language will contribute to the pupil's general education. To communicate in the foreign language and thus participate directly in a different culture is a broadening and lasting educational experience.

Skill in a modern foreign language has many practical uses. Proficiency in a modern foreign language, added to specialization in a different field, is a requirement for some positions. It is always an asset as a secondary qualification. The need for language proficiency both at home and abroad is increasing rapidly as a result of our expanding relations with other countries of the world.

Specialization in language study can lead to attractive career opportunities.

2. *Who should study a foreign language?*

A large number of high school pupils should study a modern foreign language.

Certainly most college-bound students should elect a foreign language, but the study should not be limited to those who are going to college. No interested pupil should be excluded before he has tried a modern foreign language taught with initial emphasis on hearing and speaking.

Pupils with special language aptitude should be encouraged to begin a second foreign language while continuing the first.

Pupils who already speak and understand a foreign language when they enter high school should be given an opportunity to continue the study of that language.

3. *When should the study begin?*

A pupil should begin his modern foreign language study as early as possible.

To permit an unbroken continuation in college, the foreign language should be scheduled through the 12th grade.

4. *How long should the pupil study a modern foreign language?*

Achievement in a foreign language will be in proportion to the time and effort devoted to it.

A long sequence of study, from preadolescence through the 12th grade and beyond, is required for achievement approaching mastery.

The secondary school course should be at least 4 years in length, preferably 6, for adequate development of communication skills.

If a language can be studied for only a short period of time, the outcomes to be expected are (a) fluent use of basic conversational expressions, (b) an awakened interest in the people and country whose language is studied, and (c) a satisfying learning experience that conveys some understanding of the nature and importance of language.

5. *Which language should a pupil study?*

The particular language chosen will depend upon the pupil's special interest, parental and community influences, vocational goals, and other considerations such as availability of courses and opportunity to continue the study.

Any language well learned will be useful in and of itself, and will facilitate the learning of another.

According to a survey of language needs in government, business, industry, and education in 1958–59, the following languages (in alphabetical order) are the most needed: Arabic, Chinese, French, German, Hindi, Italian, Japanese, Portuguese, Russian, and Spanish.

The greater scope of our worldwide contacts in all fields increases the chances that any given individual may find it necessary to learn a language for which he had no foreseeable need when he selected his first foreign language.

6. *Can success in the study of a foreign language be predetermined?*

Every normal person has demonstrated his ability to learn a language, his mother tongue. The pupil who wants to learn a second language enough to work at it consistently can succeed. Even an exceptionally able student may do poorly if he has no strong motivation to learn and fails to practice regularly.

Since individuals progress at different rates, instruction should be planned to meet the wide ranges in individual differences. Pupils of similar attainments can be grouped after a tryout period of one semester. Aptitude tests can be useful also in ability grouping.

7. *How are communication skills developed?*

The natural progression of language learning is listening, speaking, reading, and writing.

Achieving proficiency is first a matter of listening to native speakers (or their recorded voices) and imitating them, repeating, correcting, and repeating until the new speech habits become firmly

established. Words and phrases should be learned in a situational context at natural speed, not as individual sounds or lists of words.

In the second stage, the pupil reads and then writes the materials which he has learned by ear. Later he reads more extensive materials for direct comprehension without translation to English.

The important thing to keep in mind is the necessity for doing well a small amount every day, since language skills, like other skills, deteriorate through disuse and are strengthened through practice.

8. *Are there opportunities for out-of-school practice?*

Many opportunities to use the foreign language can be found in nearly every community. The following are examples of such sources: citizens and visitors who speak the foreign language; foreign students, publications, broadcasts, films, plays, folk festivals; church services in foreign languages, choral groups, phonograph records, tape recordings, visits to centers where activities are conducted in a foreign language, pen pals, and clubs.

The language skills acquired should be maintained and improved continuously even after the pupil leaves school.

9. *What vocational opportunities are there for using foreign language competencies?*

Government, business, and professional needs for persons with foreign language competencies have increased enormously, and in jobs at all levels. Far too few people are proficient in the language commonly taught in the high schools, and persons with knowledge of other languages are also in great demand.

Except for positions requiring a high degree of specialization in language, language skills are most valuable when combined with specialized training in another field.

10. *What about college entrance and degree requirements in foreign languages?*

Many colleges and universities are instituting, restoring, or increasing their requirements in foreign language, both for admission and for degrees.

Although requirements are most frequently expressed in terms of minimum numbers of years or units of credit, there is growing interest in determining proficiencies in all four language skills without regard to the amount of time spent in attaining them.

# Appendix I: Foreign Language Entrance and Degree Requirements for the B.A. Degree*

### *Fifth Revision*

THIS is a fifth revision of statistics first published in the *Supplement* to the September 1953 number of *PMLA*. The original listing was based on institutions offering the B.A. degree and listed as accredited in the American Council on Education's *American Universities and Colleges, 1952*. At that time, questionnaires were sent to the registrars of 767 colleges and universities granting the B.A., and replies were received from *all*.

In this revision it has seemed useful to list almost all of the 969 *accredited* institutions (72 new accreditations since the 1952 edition) described in the 1956 (7th) edition of *American Universities and Colleges*, plus any more recently accredited institutions that we could discover. Of the 1,002 institutions on our list, 162 do not offer the B.A. degree. Of the 840 offering the B.A., 704 (or 83.9 percent) require foreign language study for the degree, and 238 (or 28.3 percent) require foreign languages for entrance.

It will be noticed that 10 institutions, which have no formal degree requirement, do require foreign languages for entrance,[1] and therefore, in effect, have a degree requirement. This brings the total with some sort of language requirement to 713, or 84.9 percent.

Even this percentage fails to give an accurate picture of the total situation, because some institutions, though formally listed as without the degree requirement, do have one for students in most (though not all) the major fields. And many institutions listed here as without an entrance requirement do in fact accept few students without foreign language credits. On the return postcard sent to all registrars with a reprint of the first printing of this article, we asked what percentage of entering freshmen offered at least two units of foreign language. Of 550 institutions then *without* a foreign language entrance requirement, 217 supplied this information.

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*Reprinted from *PMLA*, September 1957, Part 2 by permission of the Modern Language Association of America. This list is revised every two years; the next revision will be available from the Modern Language Association of America, 6 Washington Square, New York 3, N.Y.

[1] American International C, Dillard U, Notre Dame C (N.Y.), Oglethorpe U, Princeton U, Queens C (N.C.), Stanford U, U of Washington, Washington & Jefferson C, and Whittier C.

In 14 of these institutions, at least 96 percent of the freshmen offer two or more units; in 27 institutions, at least 90 percent do; in 51 institutions, at least 80 percent do; in a quarter of them, at least 78 percent do; and in half of them at least 50 percent do.[2]

Both requirements differ in nature and extent from institution to institution. In an effort to make this tabulation more meaningful, therefore, the replies of registrars and data from catalogues have been parenthetically translated into symbols or abbreviations after each entry. Notations *before* the semicolon refer always to entrance requirements; those *after* the semicolon, to degree requirements. Dates (1920) tell when a requirement was dropped; ciphers (0000) indicate that it never existed; a long dash (——) means that there is no requirement at present and details could not be learned. The slant (/) indicates an alternative requirement ("or"). Bracketed institutions do not offer the B.A. degree. The abbreviations and symbols used follow:

| | |
|---|---|
| * | Foreign languages required for entrance. |
| ent | Foreign language entrance units. |
| FL | Foreign language. |
| ML | *Modern language* (rather than "Gk" or "Lat"). |
| N | A *new* language begun in college. |
| Hs | FL degree requirement may be satisfied wholly or in part by *high-school* FL units. Incoming student is assigned automatically to an appropriate class unless "Hs" is followed by "Pl." |
| Pl | *Placement* tests are used to check foreign language preparation at entrance for assignment to an appropriate class. |
| Pr | *Proficiency* examinations are used alone or in conjunction with college FL courses to determine whether students have met the FL degree requirement. "Pr" indicated as an alternative to a specific degree requirement means an incoming student may satisfy the entire FL degree requirement by passing a proficiency examination. |
| q | (after a numeral) hours according to the *quarter* system. |
| s | (after a numeral) hours according to the *semester* system. |
| u | (after a numeral) *units* of high school work in foreign languages required for entrance. |

[2] *All* freshmen in the following institutions, which have no FL entrance requirement, offered two or more units for admission in 1953: Boston U, Chatham C, Goucher C, Johns Hopkins U, Skidmore C, Sweet Briar C, Wheaton C (Mass.), William Smith C. Other outstanding examples of the deceptiveness of categories: Bryn Mawr *recommends* six units of foreign language for admission, in view of its degree requirement of proficiency in two foreign languages. Percentages of entering freshmen who offered six or more entrance units: 1949, 68.6 percent; 1950, 67.5 percent; 1951, 56.1 percent; 1952, 54.2 percent. In 1952 only 5 freshmen presented as few as two units; the average was 5.67 units. Columbia admits only 2 or 3 freshmen out of 600 without at least 2 years of foreign language study. At Cornell's College of Arts and Sciences only 1 or 2 accepted applicants fail to present at least two units, and many present five units. Wellesley recommends five units, three in Latin or Greek, two in modern languages; 95 percent of accepted candidates for admission meet this recommendation.

In all cases of a foreign language required for entrance, the statement below of the *degree* requirement (i.e., the credit hours noted after the semicolon) is to be understood as a requirement *in addition* to the units required for entrance *when the student continues the same language in college.* If he starts a new language in college, the somewhat larger degree requirement will be indicated with the letter "N" preceding. The entry for C of Holy Names (Cal.) will illustrate this.

ALABAMA

[Alabama A & M C: does not grant B.A.]
Alabama C (0000; 12sHs)
Alabama Poly. Inst. (——; 10q)
[Alabama State C: does not grant B.A.]
Alabama State Teachers C, Florence (0000; 12sHs)
Alabama State Teachers C, Jacksonville (——; 12sHs)
Alabama State Teachers C, Livingston (——; 18qHsPl)
Alabama State Teachers C, Troy (0000; 18qHs)
Athens C (——; ——)
Birmingham-Southern C (——; 20q Hs/Pr)
Howard C (——; 12sHs)
Huntingdon C (1938; 12sHsPl)
Judson C (——; 12sHs/Pr)
Miles C (——; 18qHsPl)
St. Bernard C (0000; 0000)
Spring Hill C (1945; Lat 12sHsPl/Pr)
Stillman C (——; 18qHs)
Talladega C (0000; 6sPr)
[Tuskegee Inst.: does not grant B.A.]
U of Alabama (0000; 12sHsPl)

ARIZONA

Arizona State C, Flagstaff (0000; 12sHs/Pr)
Arizona State C, Tempe (0000; 8sHs)
U of Arizona (1951; 16HsP1/Pr)

ARKANSAS

A, M and Normal C (——; 15qHs)
Arkansas A & M C (0000; 14sHs/Pr)
Arkansas Poly. C (0000; 12sHs)
Arkansas State C (0000; 12sHs)
Arkansas State Teachers C (0000; 14sHs)
College of the Ozarks (——; 1949)
Harding C (0000; 1948)
Henderson State Teachers C (1929; 12sHs)
Hendrix C (1929; 1935)
Ouachita Baptist C (1937; 0000)
Philander Smith C (——; 12sHs)
Southern State C (——; 12sHs)
U of Arkansas (ante 1915; 10sHs)

CALIFORNIA

[The Art Center School: does not grant B.A.]
[California C of Arts and Crafts: does not grant B.A.]
[California Inst. of Tech.: does not grant B.A.]
[California School of Fine Arts: does not grant B.A.]
[California State Poly. C: does not grant B.A.] [3]
California Western U (0000; 15qHs)
Chapman C (0000; 10sHs/Pr)
Chico State C (0000; 1950) [3]
[Chouinard Art Inst.: does not grant B.A.]
Claremont Men's C (——; 6sPl/Pr)
*C of the Holy Names (2u; 12sHs/N16)
[C of Medical Evangelists: does not grant B.A.]

[3] Since April 1951 the California State Board of Education has decreed that "no foreign language shall be required by a State college as a condition to graduation."

*C of Notre Dame (2u; 9s/N12s)
C of the Pacific (——; 16sHs)
*Dominican C of San Rafael 2u; 12sHsPl/PrN16s)
Fresno State C (1950; 1950) [3]
George Pepperdine C (——; 10sHs)
Golden Gate C (——; ——) [4]
Humboldt State C (——; 1950) [3]
*Immaculate Heart C (2u; 6sHsPl/N12s)
La Sierra C (1951; 14sHs/Pr)
La Verne C (0000; 6sHs)
Long Beach State C (0000; 0000)[3]
Los Angeles State C of Applied Arts & Sciences (——; ——) [3]
*Loyola U of Los Angeles (Lat2u; Lat12s)
Mills C (1948; 12sHsPl/Pr)
Mt. St. Mary's C (——; 16sHs/Pr)
Occidental C (1933; 8sHsPl/Pr)
Pacific Union C (——; 1954)
Pasadena C (——; 10sHsPl/Pr)
Pomona C (1928; 1928)
Sacramento State C (0000; 0000) [3]
*St. Johns C (Lat2u; Lat18sHsPl/Pr)
St. Mary's C of California (——; 16sHs/Pr)
*St. Patrick's Sem. (Lat4u; Lat9s HsPl)
*San Diego C for Women (2u; 8sHs PlPr/N12sPr)
San Diego State C (——; 1950) [3]
*San Francisco C for Women (2u; Lat6sHs+ML7–11sPr)
San Francisco State C (0000; 1950) [3]
San Jose State C (0000; 1950) [3]
Scripps C (——; 12sHsPl)
*Stanford U (2u; 1956)
*U of California at Berkeley (2u; 12s/Pr)
*U of California at Davis (2u; 12s Hs/Pr)
*U of California at Los Angeles (2u; 12sHsPl/Pr)
*U of California at Riverside (2u; 12sHs/Pr)
U of California at Santa Barbara (——; 16sHs)
U of Redlands (1922; 8sHs)
*U of San Francisco (Lat4u; Lat 12s)
*U of Santa Clara (Lat2u; Lat18s)
*U of Southern California (2u; 12s Hs/Pr)
*Whittier C (2u; 1926)

## COLORADO

Adams State C (0000; 0000)
Colorado State U (0000; 15q)
Colorado C (1932; 1932)
Colorado State C of Educ. (0000; 0000)
*Loretto Heights C (2u; 6s/N12s)
Regis C (——; Lat16s+ML14sHs)
[U.S. Air Force Acad.: grants B.S. only]
U of Colorado (1946; 10sHs/Pr)
U of Denver (1927; 1934)
Western State C (ca. 1928; 1952)

## CONNECTICUT

*Albertus Magnus C (Lat 2u+ML 2u; 1FL6s/N12s/1FL6s/N12s)
*Annhurst C (2u; 12sPr)
*Connecticut C (3u/2u+2u; 6s/N12s)
[Danbury State Teachers C: no FL dept.; does not grant B.A.]
Fairfield U (——; Lat 12s+ML12s)
[Hartt C of Music: no FL dept.; does not grant B.A.]
Hillyer C (0000; 0000)
[New Haven State Teachers C: does not grant B.A.]
*St. Joseph (2u; 6s/N12s)
[Teachers C of Connecticut, New Britain: does not grant B.A.]
*Trinity C (2u; 12sHsPl)
[U.S. Coast Guard Academy: no FL dept.; does not grant B.A.]
*U of Bridgeport (2u; 6s/N12s)
U of Connecticut (1938; 12sHs/Pr)
*Wesleyan U (3u/2u+2u; 12s Pl)
[Willimantic State Teachers C: no FL dept.; does not grant B.A.]
Yale U (1955; Pr)

[3] Since April 1951 the California State Board of Education has decreed that "no foreign language shall be required by a State college as a condition to graduation."

[4] An affiliate of the YMCA of San Francisco, offering education chiefly in law and business administration, with the B.A. awarded only to majors in Economics.

DELAWARE

*U of Delaware (2u; Pr)

DISTRICT OF COLUMBIA

American U (ante 1940; 1953)
*Catholic U of America (2u; 12sPlPr)
[District of Columbia Teachers C: does not grant B.A.]
*Dunbarton C of Holy Cross (Lat 2u+ML2u; 12sPr)
George Washington U (1933; 12sHs Pl)
*Georgetown U (Lat 3u+ML2u; Lat 16–18s+ML6s/Pr)
Howard U (——; 14sHs)
*Trinity C (Lat 3u+ML2u; ML6sHs Pr)
Washington Missionary C (1949; 14sHs)

FLORIDA

*Barry C (2u; Lat 6s+ML12s)
Bethune-Cookman C (0000; 12s)
Florida A & M U (0000; 12sHsPl)
[Florida Normal & Industrial Memorial C: does not grant B.A.]
*Florida Southern C (2u; 12s)
Florida State U (1937; 12sHs/Pr)
Rollins C (1929; 1943)
Stetson U (1937; 12sHs)[5]
U of Florida (1935; 12sHs/Pr)
U of Miami (Ca. 1930; 12sHsPl)
U of Tampa (1950; 12s)

GEORGIA

*Agnes Scott C (2u; 18q/9q+N18q)
Albany State C (——; 15qHs)
[Atlanta U: does not grant undergraduate degrees.]
Brenau C (——; 12sHs)
Clark C (——; 12sHs)
Emory U (1925; 15qHsPl/Pr)
Fort Valley State C (——; 15qHsPl)
[Georgia Inst. of Tech.: no FL dept.; does not grant B.A.]
Georgia State C for Women (0000; 20qHs)
[Georgia State C of Business Administration: does not grant B.A.]
[Georgia Teachers C: does not grant B.A.]
La Grange C (——; 12sHs)
Mercer U (——; 20qHs)
Morehouse C (1933; 12sHs)
Morris Brown C (——; 12sHsPl)
North Georgia C (1946; 20qHsPl)
*Oglethorpe U (2u; 0000)[6]
Paine C (———; 12sHsPl)
[Savannah State C: does not grant B.A.]
Shorter C (——; 12sHsPlPr)
Spelman C (——; 12sHs)
*Tift C (2u; 15q/N25q)
U of Georgia (1945; 20qHs/Pr)
Valdosta State C (1930; 15qHs/Pr)
Wesleyan C (1952; 12sHs)

IDAHO

C of Idaho (——; 1950)
Idaho State C (ca. 1947; 8sHsPl)[7]
Northwest Nazarene C (——; 1952)
U of Idaho (1929; 16s/Pr)[8]

ILLINOIS

Augustana C (1933; 6s–8s)
Aurora C (1927; 1940)
*Barat C of the Sacred Heart (Lat 2u+ML2u; Pr/N12sPr)
Blackburn C (1950; 14sHs/Pr)
Bradley U (——; 16sHs/Pr)
Carthage C (1916; 16sHs/Pr)
[Chicago Teachers C: no FL dept.; does not grant B.A.]
*C of St. Francis (2u; 6s/N12s)
[Concordia Teachers C: does not grant B.A.]
DePaul U (——; 14sHs)
Eastern Illinois State C (24q)
Elmhurst C (ca. 1942; 16sHsPl)
[George Williams C: does not grant B.A.]
Greenville C (1918; 14sHs/Pr)
Illinois C (1930; 16sHs/Pr)
[Illinois Inst. of Tech.: does not grant B.A.]

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[5] Students in the Division of Education excepted from the requirement.
[6] Entrance requirement noted in 1957, to be effective September 1960.
[7] Education majors excepted from the requirement.
[8] Increase from 8 semester hours voted in 1957.

[Illinois State Normal U: does not grant B.A.]
Illinois Wesleyan U (ante 1938; 12sHs/Pr)
Knox C (——; 12sHsPl/Pr)
Lake Forest C (1943; 12sHs/Pr)
Loyola U (1936; Lat 16sHs+ML/Gk12sHs)
MacMurray C (0000; 14sHs)
*Maryknoll Sem. (Lat3u; Lat12sHs Pr)
Millikin U (1936; 14sHs)
Monmouth C (1928; 12sHsPl/Pr)
Mundelein C (0000; 6s–8s)
[National C of Educ.: does not grant B.A.]
North Central C (——; 16sHs)
[Northern Baptist Theolog. Sem.; does not grant B.A.]
Northern Illinois State C (——; 16s)
Northwestern U (1945; 24qHs/Pr)
*Olivet Nazarene C (2u; 6s/N12s)
*Principia C (2u; 10qHs/N25q)
Quincy C (0000; 12sHsPl)
*Rockford C (2u; 6s/N12s/Pr)
Roosevelt U (0000; 8s)
*Rosary C (Lat3u/Lat2u+ML2u; ML6s/N14s)
*St. Francis Xavier C (2u; 6s)
[School of the Art. Inst. of Chicago: does not grant B.A.]
Southern Illinois U (0000; 9qHs/Pr)
U of Chicago (1943; 15qHs/Pr)
U of Illinois (1932; 16sHs/Pr)
[Western Illinois State C: does not grant B.A.]
Wheaton C (1940; 12sHsPl/Pr)

## INDIANA

Anderson C and Theolog. Sem. (1948; 16sHs)
Ball State Teachers C (0000; 24q Hs)
Butler U (0000; 20sHsPl/Pr)
DePauw U (1945; 16sHsPl)
Earlham C (1933; 14sHsPr)
Evansville C (1935; 21qHs/Pr)
Franklin C (1951; 14sHs)
Goshen C (1954; 14sHsPl/Pr)
Hanover C (1946; 12sHs/Pr)
Indiana Central C (——; 12sHs/Pr)
Indiana State Teachers C (0000; 24q)
Indiana U (1942; 18sHsPl/Pr)
Manchester C (——; 24qHsPl/Pr)
Marian C (——; 15sHs/Pr)
[Purdue U: does not grant B.A.]
[Rose Poly. Inst.: does not grant B.A.]
St. Francis C (——; 12sHsPl)
St. Joseph's C (0000; 1949)
*St. Mary-of-the-Woods C (2u; 12s/N16s)
*St. Mary's C (Lat2u; 6s/N12sPl)
Taylor U (——; 14s)
*U of Notre Dame (2u; 10s)
Valparaiso U (1927; 12sHsPl/Pr)
Wabash C (1949; 16sHs/Pr)

## IOWA

Briar Cliff C (0000; 12sHs)
Buena Vista C (0000; 1927)
Central C (1920; 14sHs/Pr)
*Clarke C (2u; 6s/N12s)
Coe C (——; 1952)
Cornell C (——; 16sHs)
Drake U (0000; 8sHs/Pr)
Grinnell C (1915; 14sHsPl/Pr)
[Iowa State C of A & M Arts: does not grant B.A.]
Iowa State Teachers C (——; 1939)
Iowa Wesleyan C (1948; 1938)
Loras C (——; 14sHsPl)
Luther C (1925; 14sHs/Pr)
Marycrest C (——; 12sHsPl)
Morningside C (——; 1950)
Parsons C (1919; 8s/Pr)
St. Ambrose C (1932; 12sHs)
Simpson C (——; 1932)
State U of Iowa (1919; 8s/Pr)
U of Dubuque (0000; 12sHs/Pr)
Upper Iowa U (——; ca. 1940)
Wartburg C (0000; 1951)
Westmar C (0000; 0000)

## KANSAS

Baker U (1926; 1939)
Bethany C (——; 8sHs/Pr)
Bethel C of the Mennonite Church (1948; 1948)
C of Emporia (——; 8sHs)
Fort Hays Kansas State C (——; 9sHsPl/Pr)

Friends U (——; 10sHs)
Kansas State C of Agric. & Applied Science (0000; 12sHsPl)
Kansas State Teachers C, Emporia (0000; 0000)
Kansas State Teachers C, Pittsburg (——; 10sHs/Pr)
McPherson C (0000; 1950)
Marymount C (——; Lat5s+ML5s)
*Mount St. Scholastica C (2u; 5sHs Pl/Pr/N10s)
Municipal U of Wichita (——; 8s Hs)
Ottawa U (——; 1945)
St. Benedict's C (——; 10sHs/Pr)
St. Mary C (——; 12sHs)
Southwestern C (——; 1920)
Sterling C (——; 8sHsPl/Pr)
U of Kansas (1914; 10sHs/Pr)
Washburn U of Topeka (1918; 1942)

## KENTUCKY

Asbury C (1947; 24qHs) [9]
Bellarmine C (——; 6sHsPl)
Berea C (1926; Pr) [10]
Centre C (——; 12sHs/Pr)
Eastern Kentucky State C (0000; 0000)
Georgetown C (1922; 12sHs)
Kentucky State C (0000; 0000)
Kentucky Wesleyan C (——; 1952)
Morehead State C (0000; 12s)
Murray State C (0000; 12sHs)
*Nazareth C (2u; 12s/N18s)
Transylvania C (1938; 1948)
Union C (1930; 12sHs/Pr)
U of Louisville (ca. 1927; 12sHs/Pr)
U of Louisville (ca. 1827; 12sHs/Pr)
*Ursuline C (2u; 6s)
Western Kentucky State C (1925; 0000)

## LOUISIANA

Centenary C (1941; 14sHs)
*Dillard U (2u; ——)
[Grambling C: does not grant B.A.]
*Louisiana C (2u; 6s/N12s/Pr)
Louisiana Poly. Inst. (——; 12s)
Louisana State U (1934; 16sHs)
*Loyola U (Lat2u; Lat12s+ML12s Pl)
McNeese State C (——; 15sHs)
*Newcomb C, Tulane U (2u; 6sPr/N14sPr)
Northeast Louisiana State C (——; 12sHs)
Northwestern State C (0000; 0000)
*Notre Dame Sem. (Lat 14s+ML6s; Pr[Oral] [11]
*St. Mary's Dominican C (2u; 12s Pr/N18s)
Southeastern Louisiana C (1953; 12s) [12]
Southern U (——; 12sPl)
Southwestern Louisiana Inst. (——; 12sHsPl/Pr)
Tulane U (1937; 18sHs)
*Xavier U (2u; 24s)

## MAINE

*Bates C (2u; 6s/N12s/Pr)
*Bowdoin C (3u/2u+2u; ent 2u/12s)
*Colby C (2u; 6sHsPl/N12s)
*U of Maine (2u; 8sHsPl/Pr/N14s)

## MARYLAND

*C of Notre Dame of Maryland (Lat 2u; 6sPr/N12sPr)
Goucher C (1916; 20qHsPl)
Hood C (1932; 1942)
Johns Hopkins (1951; Pr) [13]
*Loyola C (Lat 3u+ML2u; Lat 16sHs+ML6s/Lat 16sHs+N12s)
Maryland State C (——; ——)
Morgan State C (0000; 0000)
*Mount St. Agnes C (2u; 6s/Pr/N12s)
*Mount St. Mary's C (Lat 2u; Lat 18sHs)
[Peabody Conservatory of Music: does not grant B.A.]
*St. John's C (2u; 2FLsPr)
*St. Joseph C (2u; 12s)
*St. Mary's Seminary and U (Lat 4u; Pr)

[9] Elementary Education and Home Economics majors excepted from the requirement.
[10] Elementary Education majors excepted from the requirement.
[11] Offers only the upper two years of college program.
[12] Except for A.B. in Education.
[13] Business majors excepted from the requirement.

[State Teachers C, Bowie: does not grant B.A.]
[State Teachers C, Frostburg: does not grant B.A.]
[State Teachers C, Salisbury: does not grant B.A.]
[State Teachers C at Towson, Baltimore: does not grant B.A.]
[U.S. Naval Acad. (1925; 12s): grants B.S. only]
U of Maryland (0000; 12s)
Washington C (1951; 15sHs/Pr)
Western Maryland C (——; 12sHs Pl)
*Woodstock C (Lat:4u/ML:2u; ML:12s/Pr)

MASSACHUSETTS

*American International C (2u; ca. 1940)
Amherst C (——; Pr)
*Anna Maria C for Women (2u; 12sPl)
*Assumption C (2u; 12sHsPlPr/N18s)
Atlantic Union C (——; 10sHs/N 14s)
[Babson Inst.: no FL dept.; does not grant B.A.]
Boston C (——; Lat 12s+ML12s)
Boston U (1943; 2FLs:1FL6sHs/Pr+1FL6s)
*Brandeis U (3u; 12sHsPl/N18s/Pr)
*Clark U (2u; 6sHsPl/N18s)
*C of Our Lady of the Elms (Lat 2u+ML3u/Lat 3u+ML2u; 12s)
*C of the Holy Cross (Lat 3u+ML 2u; Lat 14s+ML12s)
*Eastern Nazarene C (3u/2u+2u; 6s/N14s)
*Emerson C (2u; 12s)
*Emmanuel C (3u/2u+2uPl; 6sPr)
Harvard C (0000; 16sHs/Pr)
[Hebrew Teachers C: no FL dept.; does not grant B.A.; instruction in all courses in Hebrew.]
Jackson C, Tufts U (0000; 12sHsPl/Pr/Gk6s)
[Lesley C: does not grant B.A.]
[Lowell Tech. Inst.: does not grant B.A.]
[Massachusetts Inst. of Tech.: does not grant B.A.]
*Merrimack C (2u; 12sHs/N16s)
*Mount Holyoke C (2u+3u; 6s/Pr)
[New England Conservatory of Music: no FL dept.; does not grant B.A.]
*Newton C of the Sacred Heart (4u/2u+2u; Pr)
Northeastern U (1946; 6s)
Radcliffe C (0000; 16sHs/Pr)
*Regis C (2u; 6s/N12s)
[Simmons C: does not grant B.A.]
*Smith C (3u/2u+2u; ent2u+12s Hs)
[Springfield C: no FL dept.; does not grant B.A.]
[State Teachers C, Bridgewater: does not grant B.A.]
[State Teachers C, Fitchburg: no FL dept.; does not grant B.A.]
[State Teachers C, Framingham: does not grant B.A.]
[State Teachers C, Lowell: does not grant B.A.]
[State Teachers C, North Adams: no FL dept.; does not grant B.A.]
[State Teachers C, Salem: does not grant B.A.]
[State Teachers C, Worcester: does not grant B.A.]
[State Teachers C at Boston: does not grant B.A.]
*Suffolk U (2u; 6sHsPl/Pr/N12s)
Tufts U (0000; 12sHsPl/Pr/Gk6s)
*U of Massachusetts (2u; 6sPl)
Wellesley C (——; 12s/Pr)
Wheaton C (1934; 12sHsPl/Pr)
[Wheelock C: no FL dept.: does not grant B.A.]
*Williams C (2u; 6s/Pr)
[Worcester Poly. Inst.: does not grant B.A.]

MICHIGAN

Albion C (——; 12sHsPl)
Alma C (1943; 14sHs/Pr)
*Aquinas C (2u; 15s/N23s)
Calvin C (0000; 1 ancient FL+1MFL: 1FL14sHs+1FL8sHs)[14]
Central Michigan C (——; 8sHs/Pr)

[14] For B.A. in Education: only 1FL14Hs.

Eastern Michigan C (0000; 8s/Pr)
Emmanuel Missionary C (——; 14sHs)
Hillsdale C (1946; 12s/Pr)
Hope C (0000; 16sHsPl/Pr)
Kalamazoo C (——; 16sHsPl/Pr)
Marygrove C (1937; 14s–16s)
Mercy C (0000; 12s)
[Michigan C of Mining and Tech.: does not grant B.A.]
Michigan State U (1935; 1944)
Nazareth C (ca. 1935; 14sHs)
Northern Mich. C (1934; 8sHs)
Siena Heights C (——; Lat 12sHs)
U of Detroit (0000; 16sHsPl)
U of Michigan (1933; 16sHsPl/Pr)
Wayne State U (1934; 12sHsPl/Pr)
Western Michigan U (1934; 8sHsPl or 12sHs/Pr)

MINNESOTA

Augsburg C and Theolog. Sem. (0000; 8sHs)
Bemidji State Teachers C (0000; 0000)
*Carleton C (2u; 6s/N14s/Pr)
C of St. Benedict (0000; 14sHs)
C of St. Catherine (ca. 1935; 14sHs)
C of St. Scholastica (——; 14sHs/Pr)
C of St. Teresa (——; Lat or Gk: 16sHs/ML16sHs)
C of St. Thomas (0000; 14sHs/Pr)
Concordia C (——; 14s)
Gustavus Adolphus C (1896; 12sHs/Pr)
Hamline U (——; 1950)
Macalester C (ca. 1932; 14sHs/Pr)
Mankato State Teachers C (0000; 0000)
Moorhead State Teachers C (0000; 0000)
St. Cloud State C (0000; 0000)
St. John's U (0000; 12sHs/Pr)
St. Mary's C (0000; 12sHsPl/Pr)
St. Olaf C (1914; 1950)
*St. Paul Seminary (2u; Lat24s+Gk 10s+ML12sHsPr)
U of Minnesota (1902; 15qHs/Pr) [15]
U of Minnesota, Duluth Branch (0000; 15qHs/Pr) [15]
Winona State C (0000; 0000)

MISSISSIPPI

[Alcorn A & M C: does not grant B.A.]
Belhaven C (1935; 12sHsPl)
Blue Mountain C (——; 12s)
Delta State C (0000; 18q)
[Jackson C: does not grant B.A.]
Millsaps C (1937; 12sHs)
Mississippi C (——; 12sHs/Pr)
Mississippi Southern C (0000; 18q)
[Mississippi State C: does not grant B.A.]
Mississippi State C for Women (——; 12sHs)
Rust C (——; 18q)
Tougaloo Southern Christian C (——; 12s)
U of Mississippi (1898; 18sHs)

MISSOURI

Central C (1938; 10sHsPl)
Central Missouri State C (——; 1950)
*C of St. Teresa (2–3u; 12s)
Culver-Stockton C (1920; 1946)
Drury C (1940; 1940)
Fontbonne C (——; 12s)
Harris Teachers C (1945; 6s)
Lincoln U (——; 12sHs)
Lindenwood C (——; 16sHsPl/Pr)
*Maryville C of the Sacred Heart (Lat 2u+ML2u; 12s)
Missouri Valley C (——; 12sHs)
Northeast Missouri State Teachers C (——; 15sHs)
Northwest Missouri State C (——; 12sHsPl)
Park C (——; 14sHs/Pr)
*Rockhurst C (Lat4u; Lat 14s+ML/Gk:14sHs)
*St. Louis U (2u; 14sHs)
Southeast Missouri State C (——; 15sHs)
Southwest Missouri State C (——; 15s10sHs)
Tarkio C (1929; 8sHsPl)
U of Kansas City (0000; 1949)
U of Missouri (1929; 10s/Pr)
Washington U (1946; 12sHsPl/Pr)
Webster C (——; 12s)

[15] Degree requirement abandoned 1947, restored 1956 (May).

Westminster C (1940; 12sHs/Pr)
William Jewell C (1931; 16sHs/Pr)

MONTANA

Carroll C (1950; 16sHs)
C of Great Falls (——; ——)
[Eastern Montana C of Educ.: does not grant B.A.]
[Montana School of Mines: does not grant B.A.]
[Montana State C: does not grant B.A.]
Montana State U (0000; 23qHsPl/Pr)
Rocky Mountain C (0000; 0000)
[Western Montana C of Educ.: does not grant B.A.]

NEBRASKA

[Concordia Teachers C: does not grant B.A.]
Creighton U (——; Lat26sHs)
Doane C (1945; 8sHs/Pr)
Duchesne C (——; Lat3s+ML:12sHs/Pr)
Hastings C (——; 14sHs)
*Midland C (2u; 11s/N16s)
Municipal U of Omaha (——; 16sHs)
Nebraska State Teachers C, Chadron (1938; 16sHs)
Nebraska State Teachers C, Kearney (0000; 16sHs)
Nebraska State Teachers C, Peru (0000; 10sHsPl)
Nebraska State Teachers C, Wayne (——; 16sHs)
Nebraska Wesleyan U (1945; 1941)
*Union C (2u; 6s/N16s)
*U of Nebraska (2u; 6s/N16s)

NEVADA

U of Nevada (1914; 16sHs)

NEW HAMPSHIRE

Dartmouth C (1933; Pr)
[Keene Teachers C: no FL dept.; does not grant B.A.]
*Mount St. Mary C (2u; 12sPl/Pr)
[Plymouth Teachers C: does not grant B.A.]
*Rivier C (2u; 12s)
St. Anselm's C (1938; 12sHsPl)
U of New Hampshire (0000; Pr)

NEW JERSEY

*Caldwell C for Women (4u/2u+2u; 12sHsPl)
*C of St. Elizabeth (3u/2u+2u; 6sPl)
*Douglass C (2u; 12sHs/N18s)
Drew U (1941; 14sHs/Pr)
Fairleigh Dickinson C (0000; 0000)
*Georgian Court C (Lat 2u+ML2u; Lat 6s+ML12s)
[Newark C of Engineering: no FL dept.; does not grant B.A.]
*Princeton U (2u; 1947)
[Rider C: no FL dept.; does not grant B.A.]
*Rutgers U (2u; 12–16sPl)
*St. Peter's C (Lat 3u+ML2u; ML 6s)
Seton Hall U (1948; 12s)
[State Teachers C, Glassboro: no FL dept.; does not grant B.A.]
[State Teachers C, Jersey City: no FL dept.; does not grant B.A.]
[State Teachers C, Newark: no FL dept.; does not grant B.A.]
[State Teachers C, North Haledon: no FL dept.; does not grant B.A.]
[State Teachers C, Trenton: does not grant B.A.]
State Teachers C, Upper Montclair (1951; 0000)
[Stevens Inst. of Tech.: no FL dept.; does not grant B.A.]
*Upsala C (2u; 6sHs/N14s/Pr)

NEW MEXICO

Eastern New Mexico U (——; 0000)
New Mexico C of A & MA (——; 1950)
New Mexico Highlands U (0000; 12qHsPl)
[New Mexico Inst. of Mining & Tech.: does not grant B.A.]
New Mexico Western C (ca. 1939; ca. 1939)
U of New Mexico (ca. 1940; 12sHs Pl/Pr)

NEW YORK

Adelphi C (1946; 12sHsPl)
Alfred U (1942; 14sHs/Pr)
Bard C (1934; 1934)
Barnard C (——; Pr)
[Bellarmine C (nonterminal transfer institution)]
*Brooklyn C (3u; 9sHs/N15s)
*Canisius C (Lat 3u+ML2u; Lat 16s+ML6s/N12s)
*City C (3u; 12sHs/N18s)
[Clarkson C of Tech.: no FL dept.; does not grant B.A.]
*Colgate U (2u; 6sHs/N12s)
*C of Mount St. Vincent (3u/2u+2u; 12sHsPl)
*C of New Rochelle (Lat2u+ML2u; Lat6s+ML6s)
*C of St. Rose (2u; Lat12sHs+ML: 6s/N12s)
Columbia C (1941; 14sHsPl/Pr)
[Cooper Union: no FL dept.; does not grant B.A.]
Cornell U (1941; 12sHsPl/Pr/6s)
D'Youville C (ca. 1948; 12Hs)
Elmira C (1951; 12sHs/Pr)
*Fordham U (Lat3u+ML2u; Lat 16s+ML6sPl)
*Good Counsel C (2u+2u; 12s)
*Hamilton C (2u; 18sHs)
Harpur C (0000; 12sHs)
*Hartwick C (2u; 6s/N12s)
Hobart C (1950; 10sHs/Pr)
Hofstra C 0000; 12sHsPl/Pr)
Houghton C (1952; 12s)
*Hunter C (3u; 9s/N12s)
*Iona C (2u; 12s)
Ithaca C (——; 14sHsPl/Pr)
[Jewish Theolog. Sem. of America: does not grant B.A.]
[Juilliard School of Music: does not grant B.A.]
Keuka C (1935; 1936)
*Le Moyne C (Lat2u+ML2u; Lat 18s+ML6s)
Long Island U (——; 12sHsPl/Pr)
*Manhattan C (3u/2u+2u; 18sPl)
[Manhattan School of Music: does not grant B.A.]
*Manhattanville C of the Sacred Heart (5u[incl.2Lat]; ML12sPl)
[Maryknoll Teachers C: does not grant B.A.]
*Marymount C (2u+2u; 12sPr)
*Mount St. Joseph Teachers C (Lat 2u+ML2u; FL18s:Lat6–12s+ML 6–12s)
Nazareth C of Rochester (——; 12sHs)
[New York U. See below.]
*Niagara U (2u; 12sPl)
*Notre Dame C of Staten Island (2u+2u; ——)
[Pace C: no FL dept.; does not grant B.A.]
[Poly. Inst. of Brooklyn: does not grant B.A.]
C. W. Post C (——; 12sHs/Pr)
[Pratt Inst.: no FL dept.; does not grant B.A.]
*Queens C (3u; 12sHs/N24s)
[Rensselaer Poly. Inst.: does not grant B.A.]
*Rosary Hill C (2u; 12s)
Russell Sage C (——; 12sHs)
St. Bernardine of Siena C (1937; 18sHsPl)
St. Bonaventure U (1946; Lat12s Hs+ML12sHs)
*St. John's U (2u; 6s/N12s)
*St. Joseph's C for Women (3–4u; ent3u+6s/ent2u+9s/N12sPl)
St. Lawrence U (1938; 1928)
Sarah Lawrence C (0000; 0000)
Skidmore C (1932; Pr)
[State Teachers C, Brockport; does not grant B.A.]
[State Teachers C, Buffalo: does not grant B.A.]
[State Teachers C, Cortland: does not grant B.A.]
[State Teachers C, Fredonia: does not grant B.A.]
[State Teachers C, Geneseo: does not grant B.A.]
[State Teachers C, New Paltz: does not grant B.A.]
[State Teachers C, Oneonta: does not grant B.A.]
[State Teachers C, Oswego: does not grant B.A.]
[State Teachers C, Plattsburgh: does not grant B.A.]

[State Teachers C, Potsdam: does not grant B.A.]
State U C for Teachers, Albany (1943; 14sHs)
Syracuse U (1945; 1945)
Union C (1934; 12sHs)
[U.S. Merchant Marine Acad.: does not grant B.A.]
[U.S. Military Acad. (——; 12s): grants B.S. only]
*University C, New York U (2u; 12–14s/N20s)
U of Buffalo (1940; 6s)
U of Rochester (1952; 1941)
*Vassar C (3u/2u+2u; 6s)
*Wagner Lutheran C (2u; 6sHs/Pr/N12s)
*Washington Square C, New York U (2u; 9sHs/N15s/Pr)
[Webb Inst. of Naval Arch. (2u; ——): no FL dept.; does not grant B.A.]
Wells C (1935; Pr)
William Smith C (1950; 10sHs)
*Yeshiva U (2u; 6s/N12s)

## NORTH CAROLINA

[Agric. & Tech. C: does not grant B.A.]
[Appalachian State Teachers C: does not grant B.A.]
Atlantic Christian C (——; 12sHs)
[Barber-Scotia C: does not grant B.A.]
Bennett C (1931; 1941)
Catawba C (1934; 6s)
*Davidson C (2u; 12s)
Duke U (——; 18sHsPl)
East Carolina C (——; 20q)
[Elizabeth City State Teachers C: no FL dept.; does not grant B.A.]
*Elon C (2u; 20q)
[Fayetteville State Teachers C: no FL dept.; does not grant B.A.]
*Flora Macdonald C (2u; 12s)
*Greensboro C (2u; 12s)
Guilford C (1939; 12sHsPl/Pr)
*High Point C (2u; 6s/N12s)
Johnson C. Smith U (1947; 12sHs Pl)
*Lenoir-Rhyne C (2u; 12s)
Livingstone C (1940; 14sHsPl)
Meredith C (1943; 18sHs or 12sHs +12sHsPl)
North Carolina C at Durham (0000; 9sHsPl)
[North Carolina State C of Agric. & Engin.: does not grant B.A.]
Pembroke State C (——; 1942)
*Queens C (2u; 1955)
St. Augustine's C (0000; 12sHs)[10]
*Salem C (2u; 6sPl/N12s)
Shaw U (1954; 12s)
*U of North Carolina (2u; 9sHs/N12s)
*Wake Forest C (2u; 12s/N18s)
Western Carolina C (——; 20qHs)
[Winston-Salem Teachers C: no FL dept.; does not grant B.A.]
*Women's C of U of North Carolina 2u; 12sPr)

## NORTH DAKOTA

Jamestown C (1920; 14sHsPr)
[North Dakota Agric. C: does not grant B.A.]
[State Normal & Industrial C: no FL dept.; does not grant B.A.]
State Teachers C, Dickinson (——; 24q)
State Teachers C, Mayville (——; ——)
State Teachers C, Minot (——; 24q)
State Teachers C, Valley City (——; 24qHs)
U of North Dakota (0000; 18sHs)

## OHIO

Antioch C (0000; 0000)
Ashland C (1951; 14sHsPl/Pr)
*Baldwin-Wallace C (2u; 15q/N20q)
Bluffton C (0000; 4sHs)
Bowling Green State U (1930; 16sHsPr)
*Capital U (2u; 8sHs)
[Case Inst. of Tech.: does not grant B.A.]
Central State C (——; 12sHs)

[10] New entrance requirement effective 1960.

*C of Mount St. Joseph-on-the-Ohio (Lat/ML:2u; 2FLs: ent2u/ML 12s/N15s and ent2u+ML12s/N 15s)
*C of St. Mary of the Springs (2u; 12s)
*C of Wooster (2u; 6s/N12s)
Denison U (1940; ca.1940)
Fenn C (——; 20qHs/Pr)
Heidelberg C (1951; 14sHs)
Hiram C (1942; 12s)
John Carroll U (0000; Lat 12s+ML 12s)
Kent State U (0000; 18qHs)
*Kenyon C (2u; 6s/Pr)
Lake Erie C (——; 12sHsPr)
Marietta C (——; 1932)
*Mary Manse C (2u; 12s)
Miami U (1925; 14sPr)
Mount Union C (1950; 14sHs)
Muskingum C (——; 1945)
*Notre Dame C (2u; 6sHsPl/N12s)
Oberlin C (1951; 11sHs/Pr)
Ohio State U (1950; 20qHsPl/Pr)
Ohio U (1910; 16sHs)
Ohio Wesleyan U (1937; 1944)
*Otterbein C (2u; 6sPl/N14s/Pr)
*Our Lady of Cincinnati C (2u; 12s)
[St. John C: no FL dept.; does not grant B.A.]
U of Akron (——; 14sHsPl)
*U of Cincinnati (2u; 6s/N10s)
U of Dayton (1940; 12sHs)
U of Toledo (——; 14sHs)
*Ursuline C for Women (2u; 12sPl)
Western C for Women (1948; 12sHs/Pr)
Western Reserve U (1945; 12sHs/Pr)
Wilmington C (——; 1949)
*Wittenberg C (2u; 6s/N12s)[16]
Xavier U (——; 6sHs/N12s)
*Youngstown U (2u; 6s/Pr/N12s)

OKLAHOMA

Bethany Nazarene C (——; 12sHs Pl)
Central State C (0000; 1948)
East Central State C (0000; 1930)
Langston U (——; 12s)
Northeastern State C (0000; 0000)
Northwestern State C (0000; 1948)
Oklahoma A & M C (0000; 1949)
Oklahoma Baptist U (——; 16sHs)
Oklahoma City U (1945; 12sHs/Pr)
Oklahoma C for Women (——; 12s)
Phillips U (1951; 16sHs)
[Southeastern State C: does not grant B.A.]
[Southwestern State C: does not grant B.A.]
*U of Oklahoma (2u; 10sHs)
U of Tulsa (——; 8sHs)

OREGON

Cascade C (0000; 1945)
[Eastern Oregon C of Educ.: does not grant B.A.]
Lewis and Clark C (——; 14sHs)
Linfield C (——; 16sHs/Pr)
Marylhurst C (——; 14sHs/Pr)
Mount Angel Sem. (0000; Lat 12sHs Pl+ML12sHs)
[Mt. Angel Women's C: does not grant B.A.]
[Oregon C of Educ.: does not grant B.A.]
Oregon State C (0000; 21qHs)
Pacific U (——; 12sHs/Pr)
[Portland State C: does not grant B.A.]
Reed C (1929; 12sHs/Pr)
[Southern Oregon C of Educ.: does not grant B.A.]
U of Oregon (0000; 24qHs/Pr)
U of Portland (——; ——)
Willamette U (1938; 12sHsPl/Pr)

PENNSYLVANIA

[Acad. of the New Church: does not grant B.A.]
*Albright C (2u; 12s)
Allegheny C (1940; 1951)
Alliance C (0000; 12sHsPl/Pr)
*Beaver C (2u; 6s/N10–12s)
Bryn Mawr C (1948; 2FLsPr)
Bucknell U (1932; 14sHsPl/Pr)
[Carnegie Inst. of Tech.: does not grant B.A.]

[16] New entrance requirement effective 1960.

Cedar Crest C (0000; 12sHs)
Chatham C (1939; 12sHs/Pr)
*Chestnut Hill C (Lat2u+ML2u; Lat 6s+ML12s)
*C Misericordia (Lat2u+ML2u; Lat 6s+ML6s/N12s)
*Dickinson C (2u; 12–16sHsPl)
[Drexel Inst. of Tech.: does not grant B.A.]
[Dropsie C: does not grant undergraduate degrees]
Duquesne U (——; 12s)
Eastern Baptist C (——; 12sHsPl)
[Eastern Baptist Theolog. Sem.: does not grant B.A.]
Elizabethtown C (——; 12s)
*Franklin and Marshall C (2u; 12s Pr)
Gannon C (1954; 12s)
*Geneva C (2u; 6s/N12s)
Gettysburg C (1922; 18sHs)
Grove City C (——; 18sHsPr)
*Haverford C (3u; 6sPl/N12s)
*Immaculata C (2u; 6sPl/N12s)
*Juaniata C (2u; 6s/Pr)
*King's C (2u; 12sPl)
Lafayette C (1934; 12sHsPl/Pr)
*La Salle C (2u; 6sHsPl/N12s)
*Lebanon Valley C (2u; 6sHsPl)
*Lehigh U (2u; 6s/N18s/Pr)
Lincoln U (——; 12sHs/Pr)
Lycoming C (0000; 12sHs)
*Marywood C (Lat2u+ML2u; 6sPr/N12sPr)
*Mercyhurst C (2u; Lat 12sHs+ML12s)
Moravian C (——; 12sHs)
*Mount Mercy C (Lat or ML:2u; ent+Lat6s/N12s and ent+ML6s/N12s)
*Muhlenberg C (2u; 12s)
*Pennsylvania Military C (2u; 12s HsPl/Pr)
[Pennsylvania State C of Optometry: no FL dept.; does not grant B.A.]
*Pennsylvania State U (2u; 12sHs Pl)
[Pennsylvania Textile Inst.: no FL dept.; does not grant B.A.]
*Rosemont C (3u/2u+2u; 12sPl/N18s)
*St. Francis C (2u; 6s/N12s)
*St. Joseph's C (2u; 6sPr/N12s)
*St. Vincent C (2u; 6s/N12s)
*Seton Hill C (2u; Lat6sHs/MLPr)
[State Teachers C, Bloomburg: does not grant B.A.]
[State Teachers C, California: does not grant B.A.]
[State Teachers C, Cheyney: does not grant B.A.]
[State Teachers C, Clarion: does not grant B.A.]
[State Teachers C, East Stroudsburg: does not grant B.A.]
[State Teachers C, Edinboro: does not grant B.A.]
[State Teachers C, Indiana: does not grant B.A.]
[State Teachers C, Kutztown: does not grant B.A.]
[State Teachers C, Lock Haven: does not grant B.A.]
[State Teachers C, Mansfield: does not grant B.A.]
[State Teachers C, Millersville: does not grant B.A.]
[State Teachers C, Shippensburg: does not grant B.A.]
[State Teachers C, Slippery Rock: does not grant B.A.]
[State Teachers C, West Chester: does not grant B.A.]
*Susquehanna U (2u; 12s)
*Swarthmore C (3u/2u+2u; ent 2u+6s/Pr/N12s)
*Temple U (2u; 12sHsPl/N18s)
*Thiel C (2u; 12s)
*U of Pennsylvania (2u; 12s)
U of Pittsburgh (1933; 14sHsPl)
*U of Scranton (Lat2u; Lat16s+ML 6s/Pl/N12s)
*Ursinus C (2u; 6sHs/N12s)
*Villa Maria C (2u; 12s/Pr)
*Villanova U (Lat2u+ML2u; Lat6s +ML6s)
*Washington and Jefferson C (2u; 1947)
*Waynesburg C (2u; 12sHs)
*Westminster C (2u; 12s)
[Westminster Theolog. Sem.: does not grant B.A.]
Wilkes C (——; 12sPl/Pr)
Wilson C (2u; 6sHs)

RHODE ISLAND

*Brown U (2u; Pr)
*Pembroke C (2u; Pr)
*Providence C (2u; 12sHsPl)
*Rhode Island C of Educ. (2u; 6sHs)
[Rhode Island School of Design: no FL dept.; does not grant B.A.]
*Silver Springs C (2u; 12sHs Pl Pr/N18s)
*U of Rhode Island (2u; 6s/N12s)

SOUTH CAROLINA

Allen U (——; 18qHs)
Benedict C (——; 18qHs)
The Citadel (0000; 12sHsPr)
Claflin C (1953; 12sHs)
[Clemson Agric. C: does not grant B.A.]
Coker C (——; 12sHsPl/N18s)
*C of Charleston (Lat4u+ML2u; Lat or Gk: 18s)
Columbia C (0000; 12sHsPl)
*Converse C (2u; 12sHsPl/N18s)
Erskine C (1940; 12s)
Furman U (——; 12s)
Lander C (0000; 12s)
Limestone C (——; 12sHs/Pr)
Newberry C (——; 1ML:12sHs+ 1ML:12sHs)
Presbyterian C (——; 12sHs/Pr)
South Carolina State C (——; 12s)
U of South Carolina (1925; 18sHs/ Pr)
Winthrop C (1935; 18sHsPl)
Wofford C (——; 12sHs/Pr)

SOUTH DAKOTA

Augustana C (——; 14sHsPl/Pr)
[Black Hills Teachers C: does not grant B.A.]
Dakota Wesleyan U (——; 1947)
[General Beadle State Teachers C: does not grant B.A.]
Huron C (——; 12sHs/Pr)
[Northern State Teachers C: does not grant B.A.]
[South Dakota School of Mines & Tech.: does not grant B.A.]
[South Dakota State C of A & M Arts: does not grant B.A.]
[Southern State Teachers C: does not grant B.A.]
State of South Dakota (0000; 14s Hs)
Yankton C (——; 14sHs/Pr)

TENNESSEE

Austin Peay State C (——; 27qHs)
Bethel C (1939; 9qHsPlPr)
Carson-Newman C (——; 12s)
David Lipscomb C (——; 15qHsPr)
East Tennessee State C (——; 18q Hs/Pr)
Fisk U (1947; 14sHsPl)
George Peabody C for Teachers (1916; 0000)
King C (1930; 1930)
Knoxville C (——; 12sPl)
Lambuth C (——; 12sHs/6s+6s [for voice majors])
Lane C (——; 18q)
LeMoyne C (0000; 0000) [no FL dept.]
Lincoln Memorial U (1953; 18qHs-Pr)
Maryville C (1947; 12sHs)
*Memphis State U (2u; 18sHs)
*Middle Tennessee State C (2u; 18q/ N27q/Pr)
Scarritt C for Christian Workers (——; 1951)
*Siena C (2u; 12s)
*Southern Missionary C (2u; 6s/ N14s)
*Southwestern at Memphis (2u; 8s/ N16sPr)
Tennessee A & I State U (0000; 27qHs/Pr)
*Tennessee Poly. Inst. (2u; 18qHs/ N27q)
Tusculum C (——; 12sHs)
Union U (1945; 14sHsPl)
U of Chattanooga (0000; 18sHs) [17]
U of the South (1935; 12sHs)
*U of Tennessee (2u; 18qHs/Pr/ N27q)
Vanderbilt U (1952; 22qHsPl)

TEXAS

Abilene Christian C (——; 14s)
A & M C of Texas (0000; 12sHsPr)

[17] For B.A. for nonscience majors.

Austin C (——; 12sPl)
Baylor U (1918; 20q)
*Bishop C (1u; 6s)
East Texas State Teachers C (1918; 12sHs)
Hardin-Simmons U (——; 12s)
Howard Payne C (1929; 12s)
Huston-Tillotson C (——; 10sHs)
Incarnate Word C (——; 12s/Pr)
[Jarvis Christian C: does not grant B.A.]
Lamar State C of Tech. (——; 12s)
Mary Hardin Baylor C (1924; 12sHs)
McMurry C (——; 14sHs/Pr)
Midwestern U (0000; 18sHs)
North Texas State C (0000; 12sHs/Pr)
Our Lady of the Lake C (1939; 14sHsPl)
Pan American C (——; ——)
Prairie View A & M C (——; 12sHs Pl/Pr)
*Rice Inst. (2u; 12s)
St. Mary's U (——; 18sHs/Pr)
Sam Houston State Teachers C (——; 12s)
*Southern Methodist U (2u; 12s/N18s)
Southwest Texas State Teachers C (0000; 14s)
Southwestern U (1933; 14s)
Stephen F. Austin State C (——; 18sHs)
Sul Ross State C (2u; 12sHs/N18s)
Texas Christian U (1935; 12sHs)
Texas C (——; 12sHs)
Texas C of A & I (1933; 12s)
Texas Lutheran C (0000; 14sPl)
Texas Southern U (——; 12s)
Texas State C for Women (1933; 18sHs)
Texas Tech. C (ca. 1932; 18sHs)
Texas Wesleyan C (——; 18sHs)
Texas Western C of U of Texas (——; 14sHsPl)[18]
Trinity U (——; 15sHs)
U of Houston (——: 12s)
*U of St. Thomas (2u; 12sHsPl)
U of Texas (1932; Lat or Gk: 12s/ML: 14sHsPl)
Wayland C (——; 12–14sHsPl)
West Texas State C (0000; 18sHs)
*Wiley C (2u; 9s)

UTAH

Brigham Young U (0000; 24qHs/Pr)
*C of St. Mary-of-the-Wasatch (2u; 6s/N12s)
[C of Southern Utah: does not grant B.A.]
U of Utah (0000; 25qHsPl)
[Utah State U: does not grant B.A.]
Westminster C (0000; 14sHs/Pr)

VERMONT

Bennington C (0000; 0000)
*Middlebury C (2u; 6sHsPl/Pr/Pr N12s)
Norwich U (1949; 12sPr)
*St. Michael's C (2u; 12sHsPl)
*Trinity C (2u; 12s/N18s)
U of Vermont (1943; 12sHsPl)

VIRGINIA

Bridgewater C (——; 12sHs)
C of William and Mary (1934; 18 sHs)
Emory and Henry C (1945; 19sHs)
[General Assembly's Training School for Lay Workers, Inc.: no FL dept.; does not grant B.A.]
*Hampden-Sydney C (2u; Lat or Gk: 18sHs+ML:18sHsPl)
[Hampton Institute: grants B.S. only]
Hollins C (1950; Pr)
Longwood C (——; 18s)
Lynchburg C (——; 12sHsPl)
Madison C (0000; 12s)
*Mary Baldwin C (2u; 6s/N14s)
Mary Washington C of U of Virginia (——; 12s)
Radford C (ca. 1914; 30q)
Randolph-Macon C (1947; 12s)
*Randolph-Macon Woman's C (Lat: 3u/Lat:2u+ML:2u; 1FL6s+FL6s Pl)
*Richmond C, U of Richmond (2u; 6sPl/N12s)

[18] Education and Physical Education majors excepted from the requirement.

[Richmond Prof. Inst. of the C of William & Mary: does not grant B.A.]
Roanoke C (——; 12sPl)
[St. Paul's Poly. Inst.: does not grant B.A.]
Sweet Briar C (1941; 12sHsPl/Pr)
U of Virginia (0000; 1Ml:18sHsPl/2Mls:12sHsPl+12sHsPl)
Virginia Military Inst. (0000; 24s)
[Virginia Poly. Inst.: does not grant B.A.]
*Virginia State C (2u; 6s/N12s)[19]
*Virginia Union U (2u; 12s)
*Washington and Lee U (2u; 12sHs Pl)
*Westhampton C, U of Richmond (4u/2u+2u; 6sPl/N12s)

## WASHINGTON

Central Washington C of Educ. (0000; 0000)
C of Puget Sound (1932; 14sHs)
Eastern Washington C of Educ. (——; 0000)
Gonzaga U (1948; 12sPl)
Holy Names C (ca. 1945; 14sHsPl)
Pacific Lutheran C (——; 14sHs)
*St. Edward's Sem. (Lat2u; Lat20s HsPl)
St. Martin's C (——; 12sHsPl/Pr)
Seattle Pacific C (——; 15qHs)
Seattle U (1948; 15qHsPl/Pr)
State C of Washington (0000; 8s)
*U of Washington (2u; 1933)
Walla Walla C (——; 9–15q)
Western Washington C of Educ. (0000; 0000)
Whitman C (ca. 1933; 1949)
Whitworth C (——; 1945)

## WEST VIRGINIA

Bethany C (1936; 12sHsPr)
Bluefield State C (——; 12sHs/Pr)
*Concord C (2u; 12s)
David and Elkins C (1938; 12sHs Pl)
Fairmont State C (0000; 12sHsPl/Pr)
Glenville State C (——; 0000)
*Marshall C (2u; 12s/N18s)
Shepherd C (1949; 1949)
West Virginia Inst. of Tech. (——; 12s/Pr)
West Liberty State C (——; 16sHs)
West Virginia State C (——; 14sHs Pr)
West Virginia U (1918; 12sHs)
West Virginia Wesleyan C (——; 1942)

## WISCONSIN

Alverno C (——; 12sHs)
Beloit C (1930; 14sHs/Pr)
Cardinal Stritch C (——; 12sPr)
Carroll C (1918; 14sHs/Pr)
Lawrence C (ante 1922; 16sHsPl/Pr)
Marquette U (0000; Lat 15sHs+ML or Gk14sHs)
Milwaukee-Downer C (——; 24sHs)
Mount Mary C (0000; 16sHs)
Northland C (——; ——)
Ripon C (——; 14sHsPl/Pr)
St. Norbert C (0000; Lat16sHs+ML 16sHs)
[Stout State C: no FL dept.; does not grant B.A.]
U of Wisconsin (1916; 1ML: 24sHs/2MLs: 28sHs/3MLs: 30sHs)
U of Wisconsin-Milwaukee (1916; 1ML: 24sHs/2MLs: 28sHs/3MLs: 30sHs)
Viterbo C (0000; 14sHs)
Wisconsin State C, Eau Claire (0000; 16sHsPl/Pr)
Wisconsin State C, La Crosse (0000; 16sHs)
Wisconsin State C, Oshkosh (0000; 24sHs)
Wisconsin State C, Platteville (0000; 24sHs)
Wisconsin State C, River Falls (0000; 24q)
Wisconsin State C, Stevens Point (0000; 24sHs)
Wisconsin State C, Superior (0000; 14sHs)

[19] Entrance and degree requirements became effective May 1958.

Wisconsin State C, Whitewater (——; 16sHs)

WYOMING

U of Wyoming (0000; 12sHsPl)

EXTRATERRITORIAL

*U of Alaska (2u; 12s/N16s)

U of Hawaii (0000; 12sHs)

*Catholic U of Puerto Rico (Spanish3u/English4u; 12s in ML other than Spanish or English)

*C of the Sacred Heart, Puerto Rico (Spanish3u+English4u; Spanish 12s+English12s)

InterAmerican U, Puerto Rico (0000; 0000)

U of Puerto Rico (0000; 0000)

# Appendix II: Foreign Language Entrance and Degree Requirements for the B.S. Degree*

by WARREN J. WOLFE

*A Survey Conducted for the FL Program*

IT HAS now been 6 years since the publication, by Prof. William R. Parker, of the survey, "Foreign Language Entrance and Degree Requirements for the B.A. Degree" (*PMLA*, September 1953). The statistics gathered at that time have been frequently revised, the fifth revision having appeared in the September 1957 *Supplement* to *PMLA*. The findings published in that study have given teachers and administrators a clear picture of the national pattern of foreign language requirements for the B.A. degree.

The statistics below provide a similar picture of language requirements across the Nation for the bachelor of science degree. The term "B.S. degree" is here used in a restricted sense referring only to the 4-year liberal arts science degree, that is, the degree frequently granted to undergraduate liberal arts students who major in the principal natural sciences or in mathematics. It does *not* refer to specialized degrees such as the B.S. in Business Administration, the B.S. in Education, or the B.S. in Home Economics.

Questionnaires were sent by the Modern Language Association in April 1958 to registrars of 1,005 accredited 4-year colleges and universities. Of the 1,005 institutions listed below, 437 do not offer the B.S. degree in the restricted sense explained in the preceding paragraph.

Of the 568 offering the B.S. degree, 393 (or 69.2 percent) require foreign language study for the degree, and 131 (or 23.1 percent) require foreign languages for entrance. The comparable percentages for the B.A. degree are 83.9 and 28.3 percent. These figures do not, however, give a clear picture, since many of these institutions listed as not having a degree requirement do, in fact, have such a requirement in a number of the major fields. Some of these variations have been indicated in footnotes. It should also be kept in mind that a large number of institutions which do not grant the

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B.S. degree do provide majors in the sciences and in mathematics, but grant students the B.A. degree. Of the land-grant State universities, 41 out of 49 grant the B.S. degree. There is a degree requirement at 35 of these 41 State universities, and an entrance requirement at 8.

In order to facilitate comparison of this survey with the previous "B.A. study," symbols and abbreviations have been used in the same manner. Notations *before* the semicolon refer always to entrance requirements; those *after* the semicolon, to degree requirements. A long dash (——) means that there is no requirement. The slant (/) indicates an alternative requirement ("or"). *Bracketed* institutions do not offer the B.S. degree. The abbreviations and symbols used follow:

| | |
|---|---|
| * | Foreign languages required for entrance. |
| FL | Foreign language. |
| ML | *Modern language* (rather than "Gk" or "Lat"). |
| N | A *new* language begun in college. |
| Hs | FL degree requirement may be satisfied wholly or in part by *high-school* FL units. Incoming student is assigned automatically to an appropriate class unless "Hs" is followed by "Pl." |
| Pl | *Placement* tests are used to check foreign language preparation at entrance for assignment to an appropriate class. |
| Pr | *Proficiency* examinations are used alone or in conjunction with college FL courses to determine whether students have met the FL degree requirement. "Pr" indicated as an alternative to a specific degree requirement means an incoming student may satisfy the entire FL degree requirement by passing a proficiency examination. |
| q | (after a numeral) hours according to the *quarter* system. |
| s | (after a numeral) hours according to the *semester* system. |
| u | (after a numeral) *units* of high school work in foreign languages required for entrance. |

In all cases of a foreign language required for entrance, the statement below of the *degree* requirement (i.e., the credit hours noted after the semicolon) is to be understood as a requirement *in addition to* the units required for entrance *when the student continues the same language in college.* If he starts a new language in college, the somewhat larger degree requirement will be indicated with the letter "N" preceding.

ALABAMA

Alabama A & M C (——; ——)

Alabama C (——; ——)

Alabama Poly. Inst. (——; 15q)

[Alabama State C: does not grant B.S.]

Alabama State Teachers C, Florence (——; ——)

Alabama State Teachers C, Jacksonville (——; ——)

Alabama State Teachers C, Livingston (——; ——)

Alabama State Teachers C, Troy (——; ——)

Athens C (——; ——)

Birmingham-Southern C (——; 20qHs/Pr)

Howard C (——; 12sHs)
[Huntingdon C: does not grant B.S.]
[Judson C: does not grant B.S.]
[Miles C: does not grant B.S.]
[St. Bernard C: does not grant B.S.]
Spring Hill C (——; 12sHsPl/Pr)
Stillman C (——; 18qHs)
[Talladega C: does not grant B.S.]
[Tuskegee Inst: does not grant B.S.]
U of Alabama (——; 12sHsPl)

ALASKA

*U of Alaska (2u; 10sHs)

ARIZONA

Arizona State C, Flagstaff (——; ——)
Arizona State C, Tempe (——; ——)
U of Arizona (——; 16sHs)

ARKANSAS

A, M and Normal C (——; ——)
Arkansas A & M C (——; 10s)
Arkansas Poly. C (——; ——)
Arkansas State C (——; ——)
Arkansas State Teachers C (——; ——)
[College of the Ozarks: does not grant B.S.]
Harding C (——; 6sPr)
Henderson State Teachers C (——; ——)
[Hendrix C: does not grant B.S.]
Ouachita Baptist C (——; ——)
Philander Smith C (——; ——)
Southern State C (——; 12sHsPl)
U of Arkansas (——; 10sHsPr)

CALIFORNIA

[The Art Center School: does not grant B.S.]
[California C of Arts and Crafts: does not grant B.S.]
California Inst. of Tech. (——; ——)
[California School of Fine Arts: does not grant B.S.]
California State Poly. C (——; ——)
[California Western U: does not grant B.S.]
[Chapman C: does not grant B.S.]
[Chico State C: does not grant B.S.]
[Chouinard Art Inst.: does not grant B.S.]
[Claremont Men's C: does not grant B.S.]
[C of the Holy Names: does not grant B.S.]
[C of Medical Evangelists: does not grant B.S.]
*C of Notre Dame (2u; 9s)
C of the Pacific (——; ——)
*Dominican C of San Rafael (2u; 12sHsPl/Pr/N16s)
Fresno State C (——; ——)
[George Pepperdine C: does not grant B.S.]
[Golden Gate C: does not grant B.S.]
Humboldt State C (——; ——)
[Immaculate Heart C: does not grant B.S.]
La Sierra C (——; 14sHs)
[La Verne C: does not grant B.S.]
Long Beach State C (——; ——)
[Los Angeles State C of Applied Arts & Sciences: does not grant B.S.]
*Loyola U of Los Angeles (2u; 12s)
[Mills C: does not grant B.S.]
*Mt. St. Mary's C (2u; 6sPr/N12s Pr)
[Occidental C: does not grant B.S.]
[Pacific Union C: does not grant B.S.]
[Pasadena C: does not grant B.S.]
[Pomona C: does not grant B.S.]
[Sacramento State C: does not grant B.S.]
[St. Johns C: does not grant B.S.]
St. Mary's C of California (——; 16sHsPr)
[St. Patrick's Sem.: does not grant B.S.]
*San Diego C for Women (Lat2u; 6sHsPlPr/N12sPr)
San Diego State C (——; ——)
San Fernando Valley State C (——; ——)
[San Francisco C for Women: does not grant B.S.]
San Francisco State C (——; ——)
San Jose State C (——; ——)
[Scripps C: does not grant B.S.]

*Stanford U (2u; ——)
U of California at Berkeley (——; ——)
U of California at Davis (——; ——)
*U of California at Los Angeles (2u; 12sHsPl/Pr)
[U of California at Riverside: does not grant B.S.]
[U of California at Santa Barbara: does not grant B.S.]
U of Redlands (——; 8sHs)
*U of San Francisco (2u; 8sHs)
*U of Santa Clara (2u; 12s)
*U of Southern California (2u; 12sHsPl)
[Whittier C: does not grant B.S.]

COLORADO

[Adams State C: does not grant B.S.]
Colorado C (——; 12sHs)
[Colorado School of Mines: does not grant B.S.]
Colorado State C of Educ. (——; ——)
Colorado State U (——; 15q)
[Loretto Heights C: does not grant B.S.]
Regis C (——; 14sHs)
[U.S. Air Force Acad.: does not grant B.S.]
[U of Colorado: does not grant B.S.]
U of Denver (——; 15q)
[Western State C: does not grant B.S.]

CONNECTICUT

[Albertus Magnus C: does not grant B.S.]
*Annhurst C (2u; 12s)
[Connecticut C: does not grant B.S.]
[Danbury State Teachers C: does not grant B.S.]
*Fairfield U (2u; 6sHs/N12s)
[Hartt C of Music: does not grant B.S.]
Hillyer C (——; ——)
[New Haven State Teachers C: does not grant B.S.]
[St. Joseph: does not grant B.S.]
Teachers C of Connecticut, New Britain (——; ——)
*Trinity C (2u; 6–8s/N14s)
[U.S. Coast Guard Academy: does not grant B.S.]
*U of Bridgeport (2u; 6s/N12s)
U of Connecticut (——; ——)
[Wesleyan U: does not grant B.S.]
[Willimantic State Teachers C: does not grant B.S.]
*Yale U (2u; 12sHsPl)

DELAWARE

*U of Delaware (2u; Pr)

DISTRICT OF COLUMBIA

American U (——; 12sHs)
[Catholic U of America: does not grant B.S.]
[District of Columbia Teachers C: does not grant B.S.]
[Dunbarton C of Holy Cross: does not grant B.S.]
*George Washington U (4u; 12sHs Pl)
[Georgetown U: does not grant B.S.]
Howard U (——; 14sHs)
[Trinity C: does not grant B.S.]
Washington Missionary C: (——; 14sHs)

FLORIDA

*Barry C (2u; 12s)
Bethune-Cookman C (——; ——)
Florida A & M U (——; ——)
[Florida Normal & Industrial Memorial C: does not grant B.S.]
Florida Southern C (——; 12s)
Florida State U (——; 12s) [1]
Rollins C (——; 30qHsPl)
Stetson U (——; ——)
U of Florida (——; 12sHs/Pr)
U of Miami (——; 12sHsPl)
U of Tampa (——; 12s)

GEORGIA

[Agnes Scott C: does not grant B.S.]
Albany State C (——; 15qHsPr)
Atlanta U (——; 12sHsPl)
[Brenau C: does not grant B.S.]

[1] Except in Mathematics.

Clark C (——; 12s)
[Emory U: does not grant B.S.]
[Fort Valley State C: does not grant B.S.]
[Georgia Inst. of Tech.: does not grant B.S.]
[Georgia State C for Women: does not grant B.S.]
Georgia State C of Business Administration (——; 10sHs)
Georgia Teachers C (——; ——)
[La Grange C: does not grant B.S.]
[Mercer U: does not grant B.S.]
Morehouse C (——; 12sHsPl)
Morris Brown C (——; ——)
North Georgia C (——; 20qHsPl)
Oglethorpe U (——; 12q)[2]
Paine C (——; 12sHsPl)
Savannah State C (0000; 15qHsPr/Pl)
[Shorter C: does not grant B.S.]
[Spelman C: does not grant B.S.]
[Tift C: does not grant B.S.]
U of Georgia (——; 15qHsPl)
Valdosta State C (——; 15qHs)[3]
[Wesleyan C: does not grant B.S.]

## HAWAII

[U of Hawaii: does not grant B.S.]

## IDAHO

C of Idaho (——; ——)
Idaho State C (——; 8sHsPl)[4]
Northwest Nazarene C (——; 8s)
U of Idaho (——; 16sHs)[5]

## ILLINOIS

[Augustan C: does not grant B.S.]
Aurora C (——; 27qHsPl/Pr)[6]
*Barat C of the Sacred Heart (4u [Lat 2u]; Pr)
[Blackburn C: does not grant B.S.]
Bradley U (——; ——)
Carthage C (——; 12sHsPr)
[Chicago Teachers C: does not grant B.S.]
*C of St. Francis (2u; 6s/N14s)
[Concordia Teachers C: does not grant B.S.]
DePaul U (——; 12sHs)
Eastern Illinois State C (——; ——)
Elmhurst C (——; 16sHsPl)
[George Williams C: does not grant B.S.]
Greenville C (——; 14sHs)
Illinois C (——; 6–12s)[7]
Illinois Inst. of Tech. (——; ——)
[Illinois State Normal U: does not grant B.S.]
Illinois Wesleyan U (——; 8sPr)
[Knox C: does not grant B.S.]
[Lake Forest C: does not grant B.S.]
Loyola U (——; 12sHs)
[MacMurray C: does not grant B.S.]
[Maryknoll Sem.: does not grant B.S.]
Millikin U (——; 14sHs)
[Monmouth C: does not grant B.S.]
Mundelein C (——; 6–8s)
[National C of Educ.: does not grant B.S.]
[North Central C: does not grant B.S.]
[Northern Baptist Theolog. Sem.: does not grant B.S.]
Northern Illinois State C (——; ——)
[Northwestern U: does not grant B.S.]
[Olivet Nazarene C: does not grant B.S.]
*Principia C (2u; 10qHsPl/N25q)
Quincy C (——; 12sPl)
[Rockford C: does not grant B.S.]
Roosevelt U (——; 8sHsPl)
[Rosary C: does not grant B.S.]
[St. Francis Xavier C: does not grant B.S.]

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[2] Beginning in September 1959, students must present at least 1 year in a FL, or take 1 year in a FL at Oglethorpe as an extra graduation requirement.

[3] Effective September 1958.

[4] In the Pre-Medical curriculum, 14s of French or German are required; Chemistry 14s of German; Mathematics, no requirement.

[5] Requirement becomes effective for entering freshmen in 1959–60.

[6] An alternative, open to some science students, allows for substitution of advanced work in English language, linquistics or semantics.

[7] Three plans out of four for B.S. degree require FL study.

[School of the Art Inst. of Chicago: does not grant B.S.]
[Southern Illinois U: does not grant B.S.]
*U of Chicago (2u; ——)
U of Illinois (2u; 16sHs)
Western Illinois University (——; ——)
Wheaton C (——; 12sHsPl)

INDIANA

[Anderson C and Theolog. Sem.: does not grant B.S.]
Ball State Teachers C (——; ——)
*Butler U (2u; 6s/N10s)
[DePauw U: does not grant B.S.]
[Earlham C: does not grant B.S.]
[Evansville C: does not grant B.S.]
[Franklin C: does not grant B.S.]
[Goshen C: does not grant B.S.]
[Hanover C: does not grant B.S.]
[Indiana Central C: does not grant B.S.]
Indiana State Teachers C (——; ——)
Indiana U (——; 13sHsPl)
[Manchester C: does not grant B.S.]
Marian C (——; 6s/N12s)
Purdue U (——; 12sHsPl/Pr)
[Rose Poly. Inst.: does not grant B.S.]
St. Francis C (——; 12sHs)
St. Joseph's C (——; ——)
*St. Mary-of-the-Woods C (4u[Lat 2u]; 12s/N14s)
*St. Mary's C (4u[Lat2u]; ——)
[Taylor U: does not grant B.S.]
*U of Notre Dame (2u; 12Hs/Pr)
Valparaiso U (——; 12sHs)
[Wabash C: does not grant B.S.]

IOWA

Briar Cliff C (——; 12sHs)
Buena Vista C (——; ——)
Central C (——; 14sHs/Pr)
[Clarke C: does not grant B.S.]
[Coe C: does not grant B.S.]
Cornell C (——; 16sHs/Pr)
[Drake U: does not grant B.S.]
[Grinnell C: does not grant B.S.]
Iowa State C of A & M Arts (——; 15qHsPl/Pr)
[Iowa State Teachers C: does not grant B.S.]
Iowa Wesleyan C (——; ——)
Loras C (——; 6–8s)
[Luther C: does not grant B.S.]
[Marycrest C: does not grant B.S.]
Morningside C (——; ——)
Parsons C (——; 6s)
[St. Ambrose C: does not grant B.S.]
[Simpson C: does not grant B.S.]
State U of Iowa (——; 16s/Pr) [8]
U of Dubuque (——; ——)
Upper Iowa U (——; ——)
[Wartburg C: does not grant B.S.]
[Westmar C: does not grant B.S.]

KANSAS

Baker U (——; ——)
Bethany C (——; 8sHs/Pr)
Bethel C of the Mennonite Church (——; ——)
C of Emporia (——; 8sHs)
Fort Hays Kansas State C (——; ——)
[Friends U: does not grant B.S.]
Kansas State C of Agric. & Applied Science (——; ——)
[Kansas State Teachers C, Emporia: does not grant B.S.]
Kansas State Teachers C, Pittsburgh (——; ——)
McPherson C (——; ——)
[Marymount C: does not grant B.S.]
Mount St. Scholastica C (——; 10s HsPlPr)
Municipal U of Wichita (——; 13–15sHs/Pr)
Ottawa U (——; ——)
St. Benedict's C (——; 12sHs)
St. Mary C (——; ——)
[Southwestern C: does not grant B.S.]
Sterling C (——; ——)
[U of Kansas: does not grant B.S.]
Washburn U of Topeka (——; ——)

KENTUCKY

[Asbury C: does not grant B.S.]
[Bellarmine C: does not grant B.S.]

[8] B.S. offered in Chemistry only; FL requirement is 8s in German and 8s in French.

Berea C (——; Pr)
[Centre C: does not grant B.S.]
Eastern Kentucky State C (——; ——)
Georgetown C (——; 12sHs)
Kentucky State C (——; 12s)[9]
Kentucky Wesleyan C (——; ——)
Morehead State C (——; ——)
Murray State C (——; ——)
[Nazareth C: does not grant B.S.]
Pikeville C (——; ——)
[Transylvania C: does not grant B.S.]
[Union C: does not grant B.S.]
U of Kentucky (——; 12sHs/Pr)
U of Louisville (——; 12sHs/Pr)
[Ursuline C: does not grant B.S.]
Western Kentucky State C (——; 12sHs)

LOUISIANA

Centenary C (——; 8s)
[Dillard U: does not grant B.S.]
[Grambling C: does not grant B.S.]
Louisiana C (——; ——)
Louisiana Poly. Inst. (——; 12s)
Louisiana State U (——; 3–13sHs)
Loyola U (——; 12sHsPl)
McNeese State C (——; 12sHs/Pr)
[Newcomb C, Tulane U: does not grant B.S.]
[Northeast Louisiana State C: does not grant B.S.]
Northwestern State C (——; ——)
[Notre Dame Sem.: does not grant B.S.]
*St. Mary's Dominican C (2u; 12sPr/N18s)
Southern U (——; 12s)
Southwestern Louisiana Inst. (——; 12s)
Tulane U (——; 12sHsPl/Pr)
*Xavier U (2u; 12sPl/Pr)

MAINE

*Bates C (2u; 6sPl/N12sPr)
[Bowdoin C: does not grant B.S.]
[Colby C: does not grant B.S.]
[Gorham State Teachers C: does not grant B.S.]
U of Maine (——; ——)

MARYLAND

[C of Notre Dame of Maryland: does not grant B.S.]
[Goucher C: does not grant B.S.]
Hood C (——; ——)
[Johns Hopkins: does not grant B.S.]
*Loyola C (2u; 6s/N12s)
Maryland State C (——; 12s)
Morgan State C (——; 6s/Pr)
*Mount St. Agnes C (2u; 6s/N12s/Pr)
*Mount St. Mary's C (2u; 12s)
[Peabody Conservatory of Music: does not grant B.S.]
[St. John's C: does not grant B.S.]
[St. Mary's Seminary and U: does not grant B.S.]
[State Teachers C, Bowie: does not grant B.S.]
[State Teachers C, Frostburg: does not grant B.S.]
[State Teachers C, Salisbury: does not grant B.S.]
[State Teachers C at Towson, Baltimore: does not grant B.S.]
[U.S. Naval Acad.: does not grant B.S.]
U of Maryland (——; 12sPl/Pr)
Washington C (——; 12sHsPl)
Washington Missionary C (formerly St. Joseph C) (——; 6–14s/Pr)
[Western Maryland C: does not grant B.S.]
[Woodstock C: does not grant B.S.]

MASSACHUSETTS

[American International C: does not grant B.S.]
[Amherst C: does not grant B.S.]
[Anna Maria C for Women: does not grant B.S.]
[Assumption C: does not grant B.S.]
[Atlantic Union C: does not grant B.S.]
[Babson Inst.: does not grant B.S.]
Boston C (——; 6s)
[Boston U: does not grant B.S.]
[Brandeis U: does not grant B.S.]
[Clark U: does not grant B.S.]
*C of Our Lady of the Elms (5u; 12s)

[9] Only 6s required for mathematics majors.

C of the Holy Cross (——; 12s)
*Eastern Nazarene C (2u; 6s/N14s)
[Emerson C: does not grant B.S.]
[Emmanuel C: does not grant B.S.]
[Harvard C: does not grant B.S.]
[Hebrew Teachers C: does not grant B.S.]
[Lesley C: does not grant B.S.]
[Lowell Tech. Inst.: does not grant B.S.]
[Massachusetts Inst. of Tech.: does not grant B.S.]
*Merrimack C (2u; 12sHsPl)
[Mount Holyoke C: does not grant B.S.]
[New England Conservatory of Music: does not grant B.S.]
[Newton C of the Sacred Heart: does not grant B.S.]
*Northeastern U (2u; 12s)
[Radcliffe C: does not grant B.S.]
[Regis C: does not grant B.S.]
Simmons C (——; ——)
[Smith C: does not grant B.S.]
Springfield C (——; ——)
[State Teachers C, Bridgewater: does not grant B.S.]
[State Teachers C, Fitchburg: does not grant B.S.]
[State Teachers C, Framingham: does not grant B.S.]
[State Teachers C, Lowell: does not grant B.S.]
[State Teachers C, North Adams: does not grant B.S.]
[State Teachers C, Salem: does not grant B.S.]
[State Teachers C, Worcester: does not grant B.S.]
[State Teachers C at Boston: does not grant B.S.]
Suffolk U (——; ——)
Tufts U (——; 12sHsPl/Pr)
*U of Massachusetts (2u; 6sPl)
[Wellesley C: does not grant B.S.]
[Wheaton C: does not grant B.S.]
[Wheelock C: does not grant B.S.]
*Williams C (2u; 6s/Pr)
Worcester Poly. Inst. (——; ——)

MICHIGAN

[Albion C: does not grant B.S.]
Alma C (——; 14sHs/Pr)
Aquinas C (——; 15s/N23s)
Calvin C(——; 1 ancient FL+1 MFL: 1FL14sHs+1FL8sHs)
[Calvin Seminary: does not grant B.S.]
Central Michigan C (——; ——)
Eastern Michigan C (——; ——)
[Emmanuel Missionary C: does not grant B.S.]
Hillsdale C (——; ——)
[Hope C: does not grant B.S.]
[Kalamazoo C: does not grant B.S.]
Marygrove C (——; 12s)
Mercy C (——; ——)
Michigan C of Mining and Tech. (——; 18qHsPl/Pr)
Michigan State U (——; ——)
*Nazareth C (2u; 6s/N14s)
[Northern Mich. C: does not grant B.S.]
Siena Heights C (——; 15s)
U of Detroit (——; 8–16sHsPl)
U of Michigan (——; 16s/Pr)
Wayne State U (——; 12sHsPl/Pr)
Western Michigan U (——; ——)

MINNESOTA

[Augsburg C and Theolog. Sem.: does not grant B.S.]
Bemidji State Teachers C (——; ——)
[Carleton C: does not grant B.S.]
[C of St. Benedict: does not grant B.S.]
[C of St. Catherine: does not grant B.S.]
[C of St. Scholastica: does not grant B.S.]
C of St. Teresa (——; 14sHs)
C of St. Thomas (——; 14sHsPl/Pr)
[Concordia C: does not grant B.S.]
Gustavus Adolphus C (——; ——)
Hamline U (——; 12sHs/Pr)
Macalester C (——; ——)
[Mankato State Teachers C: does not grant B.S.]
[Moorhead State Teachers C: does not grant B.S.]
[St. Cloud State C: does not grant B.S.]
St. John's U (——; ——)
St. Mary's C (——; 12sHsPl/Pr)

[St. Olaf C: does not grant B.S.]
[St. Paul Seminary: does not grant B.S.]
U of Minnesota (——; 15qHs/Pr)
U of Minnesota, Duluth Branch (——; 9qHs/Pr)
[Winona State C: does not grant B.S.]

MISSISSIPPI

[Alcorn A & M C: does not grant B.S.]
[Belhaven C: does not grant B.S.]
[Blue Mountain C: does not grant B.S.]
Delta State C (——; ——)
[Jackson C: does not grant B.S.]
Millsaps C (——; 12sHs)
Mississippi C (——; 12sHs/Pr)
Mississippi Southern C (——; ——)
Mississippi State C (——; 12sHs)
Mississippi State C for Women (——; ——)
[Rust C: does not grant B.S.]
Tougaloo Southern Christian C (——; 12s)
[U of Mississippi: does not grant B.S.]

MISSOURI

[Central C: does not grant B.S.]
Central Missouri State C (——; ——)
[C of St. Teresa: does not grant B.S.]
[Culver-Stockton C: does not grant B.S.]
Drury C (——; ——)
[Fontbonne C: does not grant B.S.]
[Harris Teachers C: does not grant B.S.]
Lincoln U (——; 12sHs)
[Lindenwood C: does not grant B.S.]
*Maryville C of the Sacred Heart (2u; 12s)
Missouri Valley C (——; ——)
Northeast Missouri State Teachers C (——; ——)
Northwest Missouri State C (——; ——)
Park C (——; 14sHsPl/Pr)
Rockhurst C (——; 14sHsPl)
*St. Louis U (2u; 14sHsPl)
Southeast Missouri State C (——; ——)
Southwest Missouri State C (——; 5sHs/Pr)
Tarkio C (——; 8sHs)
U of Kansas City (——; 8s) [10]
U of Missouri (——; 10sHs/Pr)
[Washington U: does not grant B.S.]
Webster C (——; 12s)
[Westminister C: does not grant B.S.]
[William Jewell C: does not grant B.S.]

MONTANA

*Carroll C (2u; 12–18s)
C of Great Falls (——; ——)
[Eastern Montana C of Educ.: does not grant B.S.]
[Montana School of Mines: does not grant B.S.]
Montana State C (——; 23–25qHs Pl]
Montana State U (——; 12–21q) [11]
[Rocky Mountain C: does not grant B.S.]
[Western Montana C of Educ.: does not grant B.S.]

NEBRASKA

[Concordia Teachers C: does not grant B.S.]
Creighton U (——; 16sHs)
Dana C (——; ——)
[Doane C: does not grant B.S.]
*Duchesne C (2u; 6s/N12s)[12]
[Hastings C: does not grant B.S.]
Midland C (2u; 6–11s/N16s)
[Municipal University of Omaha: does not grant B.S.]
[Nebraska State Teachers C, Chadron: does not grant B.S.]

[10] Alternate requirements: 6s of World Literature.
[11] Number of hours varies according to major field: Pre-Medical and Chemistry require 21q German; Mathematics 12q.
[12] Entrance units must be in Latin; 4 college credits must be in Latin.

[Nebraska State Teachers C, Peru: does not grant B.S.]
[Nebraska State Teachers C, Wayne: does not grant B.S.]
Nebraska Wesleyan U (——; ——)
[Union C: does not grant B.S.]
*U of Nebraska (2u; 6s/N16s)

NEVADA

U of Nevada (——; 16sHs/Pr)

NEW HAMPSHIRE

[Dartmouth C: does not grant B.S.]
[Keene Teachers C: does not grant B.S.]
[Mount St. Mary C: does not grant B.S.]
[Plymouth Teachers C: does not grant B.S.]
[Rivier C: does not grant B.S.]
[St. Anselm's C: does not grant B.S.]
[U of New Hampshire: does not grant B.S.]

NEW JERSEY

[Caldwell C for Women: does not grant B.S.]
*C of St. Elizabeth (3u/2u+2u; 6s Pl/N12s)
[Douglass C: does not grant B.S.]
[Drew U: does not grant B.S.]
Fairleigh Dickinson C (——; ——)
[Georgian Court C: does not grant B.S.]
Monmouth C (——; 12sHs)
[Newark C of Engineering: does not grant B.S.]
[Princeton U: does not grant B.S.]
[Rider C: does not grant B.S.]
[Rutgers U: does not grant B.S.]
*St. Peter's C (2u; 6s)
Seton Hall U (——; 12s)
[State Teachers C, Glassboro: does not grant B.S.]
[State Teachers C, Jersey City: does not grant B.S.]
[State Teachers C, Newark: does not grant B.S.]
[State Teachers C, North Haledon: does not grant B.S.]
[State Teachers C, Trenton: does not grant B.S.]
[State Teachers C, Upper Montclair: does not grant B.S.]
[Stevens Inst. of Tech.: does not grant B.S.]
*Upsala C (2u; 6sHs/N14s/Pr)

NEW MEXICO

Eastern New Mexico U (——; 8s)
New Mexico C of A & M A (——; 12sHsPl/Pr)
New Mexico Highlands U (——; ——)
[New Mexico Inst. of Mining & Tech.: does not grant B.S.]
[New Mexico Western C: does not grant B.S.]
U of New Mexico (——; 12sHsPl/Pr)

NEW YORK

[Adelphi C: does not grant B.S.]
[Alfred U: does not grant B.S.]
[Bard C: does not grant B.S.]
[Barnard C: does not grant B.S.]
*Brooklyn C (3u; 3–6sHsPl/N12s/Pr)
*Canisius C (2u; 6s/N12s)
*City C (3u; 12s/N16s/Pr)
Clarkson C of Tech. (——; 4–8s)
[Colgate U: does not grant B.S.]
*C of Mount St. Vincent (3u/2u+2u; 12sHsPl)
[C of New Rochelle: does not grant B.S.]
[C of St. Rose: does not grant B.S.]
[Columbia C: does not grant B.S.]
[Cooper Union: does not grant B.S.]
[Cornell U: does not grant B.S.]
D'Youville C (——; 12sHs)
[Elmira C: does not grant B.S.]
*Fordham U (2u; 6sPl)
*Good Counsel C (2u; 12s)
[Hamilton C: does not grant B.S.]
[Harpur C: does not grant B.S.]
[Hartwick C: does not grant B.S.]
Hobart C (——; 12s/Pr)
Hofstra C (——; 12sHs/Pr)
Houghton C (——; 12s)
[Hunter C: does not grant B.S.]
*Iona C (2u; 12s)
[Ithaca C: does not grant B.S.]
[Jewish Theolog. Sem. of America: does not grant B.S.]

[Juilliard School of Music: does not grant B.S.]
[Keuka C: does not grant B.S.]
*Le Moyne C (2u; 6s/N12s)
Long Island U (——; 12sHsPl/Pr)
*Manhattan C (2u; 12sPl)
[Manhattan School of Music: does not grant B.S.]
[Manhattanville C of the Sacred Heart: does not grant B.S.]
[Maryknoll Teachers C: does not grant B.S.]
*Marymount C (2u+2u; 8–12sPl)
[Mount St. Joseph Teachers C: does not grant B.S.]
Nazareth C of Rochester (——; 12sHs)
[The New School for Social Research: does not grant B.S.]
*Niagara U (2u; 12s)
[Notre Dame C of Staten Island: does not grant B.S.]
[Pace C: does not grant B.S.]
Poly. Inst. of Brooklyn (——; 10sHsPl)
Pratt Inst. (——; ——)
*Queens C (3u; 12sHsPl/N24s/Pr)
Rensselaer Poly. Inst. (——; 6s)
Rochester Institute of Tech. (——; ——)
*Rosary Hill C (2u; 6s) [13]
[Russell Sage C: does not grant B.S.]
*St. Bernardine of Siena C (2u; 6sHsP1/Nl2s)
*St. Bonaventure U (2u; 6s/N12s)
*St. John's U (2u; 6sPl/N12s)
[St. Joseph's C for Women: does not grant B.S.]
St. Lawrence U (——; ——)
[Sarah Lawrence C: does not grant B.S.]
[Skidmore C: does not grant B.S.]
[State Teachers C, Brockport: does not grant B.S.]
[State Teachers C, Buffalo: does not grant B.S.]
[State Teachers C, Cortland: does not grant B.S.]
[State Teachers C, Fredonia: does not grant B.S.]
[State Teachers C, Geneseo: does not grant B.S.]
[State Teachers C, New Paltz: does not grant B.S.]
[State Teachers C, Oneonta: does not grant B.S.]
[State Teachers C, Oswego: does not grant B.S.]
[State Teachers C, Plattsburgh: does not grant B.S.]
[State Teachers C, Potsdam: does not grant B.S.]
State U C for Teachers, Albany (——; ——)
SU of New York C on Long Island (3u; 12sHsPl/Pr)
Syracuse U (——; 12sHsPl/Pr)
Union C (——; 12sHs/Pr) [14]
[U.S. Merchant Marine Acad.: does not grant B.S.]
[U.S. Military Acad.: does not grant B.S.]
[University C, New York U; does not grant B.S.]
U of Buffalo (——; 6sHsPl/Pr)
U of Rochester (——; ——)
[Vassar C: does not grant B.S.]
*Wagner Lutheran C (2u; 6sHsPl/Nl2s/Pr)
[Washington Square C, New York U: does not grant B.S.]
[Webb Inst. of Naval Arch.: does not grant B.S.]
[Wells C: does not grant B.S.]
William Smith C (——; 12sHsPl/Pr)
*Yeshiva U (2u; 6–12sHsPl/Pr)

## NORTH CAROLINA

Agric. & Tech. C (——; 15qHs)
[Appalachian State Teachers C: does not grant B.S.]
Atlantic Christian C (——; ——)
Barber-Scotia C (——; ——)
Bennett C (——; ——)
[Catawba C: does not grant B.S.]
*Davidson C (2u; 12sPl)

[13] Placement tests will be required of all students in 1959.
[14] Chemistry majors must have 15s in German; Mathematics and Physics majors must have 12s of both French and German.

Duke U (C——; 12sML+12sMLHs Pl/Pr)
East Carolina C (——; ——)
[Elizabeth City State Teachers C: does not grant B.S.]
*Elon C (2u; 20q)
[Fayetteville State Teachers C: does not grant B.S.]
*Flora Macdonald C (2u; 12s/N16s)
*Greensboro C (2u; ——)
Guilford C (——; 12sHsPl/Pr)
High Point C (——; 12sHs)
Johnson C. Smith U (——; 12sHs Pl)
*Lenoir-Rhyne C (2u; 12s)
Livingston C (——; 14sHsPl)
[Meredith C: does not grant B.S.]
*North Carolina C at Durham (2u; 9sHsPl)
[North Carolina State C of Agric. & Engin.: does not grant B.S.]
Pembroke State C (——; ——)
[Queens C: does not grant B.S.]
St. Augustine's C (——; 12sHs)
*Salem C (2u; 6sPl/N12s)
Shaw U (——; 12s)
*U of North Carolina (2u; 9sHs Pl/N12s/Pr)
*Wake Forest C (2u; 6sPl/N12s)
Western Carolina C (——; 20qHs)
[Winston-Salem Teachers C: does not grant B.S.]
[Woman's C of U of North Carolina: does not grant B.S.]

NORTH DAKOTA

Jamestown C (——; ——)
North Dakota Agric. C (——; 24qHs)
[State Normal & Industrial C: does not grant B.S.]
[State Teachers C, Dickinson: does not grant B.S.]
[State Teachers C, Mayville: does not grant B.S.]
[State Teachers C, Minot: does not grant B.S.]
[State Teachers C, Valley City: does not grant B.S.]
U of North Dakota (——; 18sHs/Pr)

OHIO

Antioch C (——; Pr) [15]
Ashland C (——; ——)
*Baldwin-Wallace C (2u; 15q/N20q)
Bluffton C (——; 8sHs)
Bowling Green State U (——; 8sHs/Pr)
*Capital U (2u; 8s/Pr)
[Case Inst. of Tech.: does not grant B.S.]
Central State C (——; ——)
C of Mount St. Joseph-on-the-Ohio (——; 12s)
C of St. Mary of the Springs (——; 12s)
[C of Wooster: does not grant B.S.]
Denison U (——; ——)
Fenn C (——; 20qHs/Pr)
Heidelberg C (——; 14sHs)
Hiram C (——; 12s)
John Carroll U (——; 12s)
Kent State U (——; ——)
[Kenyon C: does not grant B.S.]
[Lake Erie C: does not grant B.S.]
Marietta C (——; ——)
*Mary Manse C (2u; 12s)
Miami U (——; 14sPr)
*Mount Union C (2u; 6s/N14s)
Muskingum C (——; ——)
*Notre Dame C (2u; 6sHsPl/N12s)
[Oberlin C: does not grant B.S.]
Ohio State U (——; 20qHsPl/Pr)
Ohio U (——; 16sHs)
[Ohio Wesleyan U: does not grant B.S.]
*Otterbein C (2u; 6sPl/N14s/Pr)
[Our Lady of Cincinnati: does not grant B.S.]
[St. John C: does not grant B.S.]
U of Akron (——; 14sHsPl)
*U of Cincinnati (2u; 6s/N10–12s)
U of Dayton (——; 12sHs)
U of Toledo (——; 14sHs)
*Ursuline C for Women (2u; 12sPl)
[Western C for Women: does not grant B.S.]
[Western Reserve U: does not grant B.S.]
Wilmington C (——; 14sHs/Pr)
*Wittenberg C (2u; 6s/N12s)

[15] Requires a "reading knowledge of scientific German."

Xavier U (——; 12sHsPl/Pr)
*Youngstown U (2u; 6s/N12s/Pr)

OKLAHOMA

Bethany Nazarene C (——; ——)
Central State C (——; ——)
East Central State C (——; ——)
Langston U (——; 12sHs)
Northeastern State C (——; ——)
Northwestern State C (——; ——)
Oklahoma A & M C (——; ——)
Oklahoma Baptist U (——; 16sHs)
[Oklahoma City U: does not grant B.S.]
Oklahoma C for Women (——; 12sHs/Pr)
Phillips U (——; 16sHs/Pr)
Southeastern State C (——; ——)
Southwestern State C (——; ——)
*U of Oklahoma (2u; 10sHs)
U of Tulsa (——; 8sHsPl)

OREGON

[Cascade C: does not grant B.S.]
[Eastern Oregon C of Educ.: does not grant B.S.]
Lewis and Clark C (——; ——)
[Linfield C: does not grant B.S.]
Marylhurst C (——; 6–8s)
[Mount Angel Sem.: does not grant B.S.]
[Mt. Angel Women's C: does not grant B.S.]
[Oregon C of Educ.: does not grant B.S.]
Oregon State C (——; ——)
Pacific U (——; ——)
[Portland State C: does not grant B.S.]
[Reed C: does not grant B.S.]
[Southern Oregon C of Educ.: does not grant B.S.]
U of Oregon (——; ——)
U of Portland (——; 6s)[16]
Willamette U (——; 12sHsPl/Pr)

PENNSYLVANIA

[Acad. of the New Church: does not grant B.S.]
*Albright C (2u; 12s)
Allegheny C (——; ——)
Alliance C (——; 12sHsPl)
*Beaver C (2u; 6sPl/N10s/Pr)
[Bryn Mawr C: does not grant B.S.]
Bucknell U (——; 10sHsPl)
Carnegie Institute of Tech. (——; ——)
[Cedar Crest C: does not grant B.S.]
Chatham C (——; 12sHs/Pr)
*Chestnut Hill C (Lat 2u+ML2u; 12s)
*C Misericordia (2u; 12s)
*Dickinson C (2u; 8sHsPl/N16s)
Drexel Inst. of Tech. (——; 9q)
[Dropsie C: does not grant B.S.]
Duquesne U (——; 12s)
[Eastern Baptist C. does not grant B.S.]
[Eastern Baptist Theolog. Sem.: does not grant B.S.]
Elizabethtown C (——; 12s)
*Franklin and Marshall C (2u; 12s/Pr)
Gannon C (——; 12sHsPl)
*Geneva C (2u; 6sHs/N12s)
[Gettysburg C: does not grant B.S.]
Grove City (——; 12sHsPl/Pr)
*Haverford C (3u; 12sHsPl)
[Immaculata C: does not grant B.S.]
*Juniata C (2u; 12sPl/Pr)
*King's C (2u; 12sPl)
[Lafayette C: does not grant B.S.]
[La Salle C: does not grant B.S.]
*Lebanon Valley C (2u; 6sHsPl/N12s)
[Lehigh U: does not grant B.S.]
Lincoln U (——; 12sHsPl/Pr)
[Lycoming C: does not grant B.S.]
*Marywood C (Lat 2u+ML2u; Lat 6s+ML6s/N12s)
[Mercyhurst C: does not grant B.S.]
Moravian C (——; 12sPl)
[Mount Mercy C: does not grant B.S.]
*Muhlenberg C (2u; 6sHsPl/N12s)
*Pennsylvania Military C (2u; 12s-Hs/Pr)
[Pennsylvania State C of Optometry: does not grant B.S.]
[Pennsylvania State U: does not grant B. S.]

[16] No degree requirement for majors in Mathematics.

[Pennsylvania Textile Inst.: does not grant B.S.]
[Rosemont C: does not grant B.S.]
*St. Francis C (2u; 6s/N12s)
*St. Joseph's C (2u; 6s/N12s)
*St. Vincent C (2u; 6s/N12s)
[Seton Hill C: does not grant B.S.]
[State Teachers C, Bloomsburg: does not grant B.S.]
[State Teachers C, California: does not grant B.S.]
[State Teachers C, Cheyney: does not grant B.S.]
[State Teachers C, Clarion: does not grant B.S.]
[State Teachers C, East Stroudsburg: does not grant B.S.]
[State Teachers C, Edinboro: does not grant B.S.]
[State Teachers C, Indiana: does not grant B.S.]
[State Teachers C, Kutztown: does not grant B.S.]
[State Teachers C, Lock Haven: does not grant B.S.]
[State Teachers C, Mansfield: does not grant B.S.]
[State Teachers C, Millersville: does not grant B.S.]
[State Teachers C, Shippensburg: does not grant B.S.]
[State Teachers C, Slippery Rock: does not grant B.S.]
[State Teachers C, West Chester: does not grant B.S.]
[Susquehanna U: does not grant B.S.]
[Swarthmore C: does not grant B.S.]
[Temple U: does not grant B.S.]
[Thiel C: does not grant B.S.]
*U of Pennsylvania (2u; 12sHs)
U of Pittsburgh (——; 14sHsPl/Pr)
U of Scranton (——; 12sHsPl)
*Ursinus C (2u; 6sHs/N12s)
*Villa Maria C (2u; 12s/Pr)
*Villanova U (2u; 6s)
[Washington and Jefferson C: does not grant B.S.]
*Waynesburg C (2u; 12sHs)
*Westminster C (2u; 12s)
[Westminster Theolog. Sem.: does not grant B.S.]
*Wilkes C (3u; ——)
[Wilson C: does not grant B.S.]

## RHODE ISLAND

*Brown U (2u; Pr)
*Pembroke C (2u; Pr)
*Providence C (2u; 12s)
[Rhode Island C of Educ.: does not grant B.S.]
[Rhode Island School of Design: does not grant B.S.]
*U of Rhode Island (2u; 6s/N12s)

## SOUTH CAROLINA

Allen U (——; 18qHs)
Benedict C (——; 12sHs)
The Citadel (——; 12sHs/Pr)
Claflin C (——; 12sHs)
Clemson Agri. C (——; 6sHs)
[Coker C: does not grant B.S.]
*C of Charleston (2u; 12s)
[Columbia C: does not grant B.S.]
[Converse C: does not grant B.S.]
[Erskine C: does not grant B.S.]
Furman U (——; 12s)
Lander C (——; 12s)
Limestone C (——; 12sHsPl/Pr)
Newberry C (——; 12sHs)
Presbyterian C (——; 12sHs/Pr)
South Carolina State C (——; 12s)
U of South Carolina (——; 12sHs Pl/Pr)
Winthrop C (——; 18sHsPl)
Wofford C (——; 12sHsPl/Pr)

## SOUTH DAKOTA

[Augustana C: does not grant B.S.]
Black Hills Teachers C (——; ——)
[Dakota Wesleyan U: does not grant B.S.]
[General Beadle State Teachers C: does not grant B.S.]
Huron C (——; 12sHs/Pr)
Northern State Teachers C (——; 18qHs)
South Dakota School of Mines & Tech. (——; 9q)
South Dakota State C of A & M Arts (——; 21qHs/Pr)

[Southern State Teachers C: does not grant B.S.]
[State U of South Dakota: does not grant B.S.]
[Yankton C: does not grant B.S.]

TENNESSEE

Austin Peay State C (——; 27qHs)
Bethel C (——; ——)
Carson-Newman C (——; 12s)
[David Lipscomb C: does not grant B.S.]
East Tennessee State C (——; ——)
Fisk U (——; 14sHsPl)
George Peabody C for Teachers (——; 18q)
[King C: does not grant B.S.]
Knoxville C (——; 12sHsPl)
Lambuth C (——; 12sHsPl)
Lane C (——; 18q)
LeMoyne C (——; ——)
Lincoln Memorial U (——; 18qHs)
Maryville C (——; 12sHs)
Memphis State U (——; 6s)
Middle Tennessee State C (——; ——)
[Scarritt C for Christian Workers: does not grant B.S.]
*Siena C (2u; 12s)
[Southern Missionary C: does not grant B.S.]
*Southwestern at Memphis (2u; 16sHsPr)
Tennessee A & I State U (——; 18qHsPl)
Tennessee Poly. Inst. (——; 18qHsPl/Pr)
[Tusculum C: does not grant B.S.]
Union U (——; ——)
[U of Chattanooga: does not grant B.S.]
[U of the South: does not grant B.S.]
*U of Tennessee (2u; 9qHs/N18q/Pr)
[Vanderbilt U: does not grant B.S.]

TEXAS

Abilene Christian C (——; 14sHs)
A & M C of Texas (——; 12s/Pr)
[Austin C: does not grant B.S.]
Baylor U (——; 20qHs)
[Bishop C: does not grant B.S.]
East Texas State Teachers C (——; ——)
Hardin-Simmons U (——; ——)
[Howard Payne C: does not grant B.S.]
Huston Tillotson C (——; ——)
[Incarnate Word C: does not grant B.S.]
Jarvis Christian C (——; 6sHsPl)
Lamar State C of Tech. (——; ——)
[Mary Hardin Baylor C: does not grant B.S.]
[McMurry C: does not grant B.S.]
[Midwestern U: does not grant B.S.]
North Texas State C (——; 12sHs/Pr)
[Our Lady of the Lake C: does not grant B.S.]
[Pan American C: does not grant B.S.]
Prairie View A & M C (——; 12sHs Pl/Pr)
[Rice Institute: does not grant B.S.]
St. Mary's U (——; 12sHs/Pr)
Sam Houston State Teachers C (——; ——)
*Southern Methodist U (2u; 12s)
Southwest Texas State Teachers C (——; 8sHs)
Southwestern U (——; 14sHs/Pr)
Stephen F. Austin State C (——; ——)
Sul Ross State C (——; ——)
[Texas Christian C: does not grant B.S.]
Texas C (——; 12sHs)
Texas C of A & I (——; ——)
[Texas Lutheran C: does not grant B.S.]
Texas Southern U (——; 12s)
Texas Tech. C (——; 12s)
Texas Wesleyan C (——; ——)
Texas Western C (——; ——)
Texas Woman's U (——; ——)
[Trinity U: does not grant B.S.]
U of Houston (——; ——)
[U of St. Thomas: does not grant B.S.]
U of Texas (——; 14sHsPl/Pr)
Wayland C (——; ——)
West Texas State C (——; ——)
Wiley C (——; 9s)

UTAH

Brigham Young (——; ——)
[C of St. Mary-of-the-Wasatch: does not grant B.S.]
[C of Southern Utah: does not grant B.S.]
U of Utah (——; ——)
Utah State U (——; ——)
Westminster C (——; ——)

VERMONT

[Bennington C: does not grant B.S.]
[Middlebury C: does not grant B.S.]
[Norwich U: does not grant B.S.]
[St. Michael's C: does not grant B.S.]
*Trinity C (2u; 12sHs/N18s)
[U of Vermont: does not grant B.S.]

VIRGINIA

[Bridgewater C: does not grant B.S.]
*C of William and Mary (2u; 12s)
Emory and Henry C (——; 16sHs)
[General Assembly's Training School for Lay Workers Inc.: does not not grant B.S.]
*Hampden-Sydney C (2u; 12sHs/N1FL18s/N1FL12s/1FL12s)
[Hampton Institute: does not grant B.S.]
[Hollins C: does not grant B.S.]
Longwood C (——; 12s)
Lynchburg C (——; 12sHs)
Madison C (——; ——)
[Mary Baldwin C: does not grant B.S.]
Mary Washington C of U of Virginia (——; 12sHsPl)
Radford C (——; 12s/Pr)
Randolph-Macon C (——; 12sPl)
[Randolph-Macon Woman's C: does not grant B.S.]
*Richmond C, U of Richmond (2u; 12sPl/18s)
[Richmond Prof. Inst. of the C of William & Mary: does not grant B.S.]
Roanoke C (——; 12sHsPl)
St. Paul's Poly. Inst. (——; 12sHs Pl)
[Sweet Briar C: does not grant B.S.]
U of Virginia (——; 12sHs Pl/Pr)
Virginia Military Inst. (——; 12s)
Virginia Poly. Inst. (——; 18qHs)
*Virginia State C (2u; 6s/N12s)
[Virginia Union U: does not grant B.S.]
Washington and Lee U (——; 6s)
*Westhampton C, U of Richmond (4u/2u+2u; 12sPl/N18s)

WASHINGTON

[Central Washington C of Educ.: does not grant B.S.]
C of Puget Sound (——; 14sHs)
[Eastern Washington C of Educ.: does not grant B.S.]
Gonzaga U (——; 12sHsPl/Pr)
Holy Names C (——; ——)
[Pacific Lutheran C: does not grant B.S.]
[St. Edward's Sem.: does not grant B.S.]
St. Martin's C (——; 12sHs/Pr)
Seattle Pacific C (——; ——)
Seattle U (——; 15qHsPl)
*State C of Washington (2u; ——)
*U of Washington (2u; ——)
*Walla Walla C (2u; 9q/N24q)
[Western Washington C of Educ.: does not grant B.S.]
[Whitman C: does not grant B.S.]
Whitworth C (——; ——)

WEST VIRGINIA

Bethany C (——; 12s/Pr)
[Bluefield State C: does not grant B.S.]
*Concord C (2u; 12sHs)
Davis and Elkins C (——; 12sHsPl)
Fairmont State C (——; 12sHsPl)
[Glenville State C: does not grant B.S.]
Marshall C (——; 12s)
Shepherd C (——; 12sHs)[17]
West Virginia Inst. of Tech. (——; 12s)
West Liberty State C (——; 16sHs)
West Virginia State C (——; 14sHs)

[17] Degree requirement became effective September 1958.

West Virginia U (——; 12sHs)
West Virginia Wesleyan C (——; ——)

WISCONSIN

[Alverno C: does not grant B.S.]
Beloit C (——; 14sHsPl)
[Cardinal Stritch C: does not grant B.S.]
Carroll C (——; ——)
Lawrence C (——; 16sHsPl/Pr)
Marquette U (——; 14sHsPl)
Mount Mary C (——; 16sHs)
[Northland C: does not grant B.S.]
[Ripon C: does not grant B.S.]
St. Norbert C (——; ——)
[Stout State C: does not grant B.S.]
U of Wisconsin (——; 8sHsPl/Pr)
U of Wisconsin-Milwaukee (——; 8sHs/Pr)
[Viterbo C: does not grant B.S.]
Wisconsin State C, Eau Claire (——; ——)
[Wisconsin State C, La Crosse: does not grant B.S.]
Wisconsin State C, Oshkosh (——; ——)
Wisconsin State C, Platteville (——; ——)
[Wisconsin State C, River Falls: does not grant B.S.]
Wisconsin State C, Stevens Point (——; ——)
Wisconsin State C, Superior (——; ——)
[Wisconsin State C, Whitewater: does not grant B.S.]

WYOMING

U of Wyoming (——; 12sHs/Pr)

EXTRATERRITORIAL

*Catholic U of Puerto Rico (4u; 12s)
[C of the Sacred Heart, Puerto Rico: does not grant B.S.]
[Inter American U, Puerto Rico: does not grant B.S.]
*U of Puerto Rico (3u; 12s)

## Appendix III: Languages of the World

THE TOTAL number of languages spoken in the world today, exclusive of minor dialects, is said to be around 3,000. The following list of principal languages of the world is from the U.S. Senate Committee on Government Operations Report No. 153 (86th Cong., 1st sess.), *The Federal Government's Foreign Language Training Programs,* 1959. Postbaccalaureate fellowships are now available under provisions of the National Defense Education Act of 1958 for the study of some 80 of these languages.

| Language | Native speakers (millions) | Language | Native speakers (millions) |
|---|---|---|---|
| Chinese (all dialects) | 500 | Rumanian | 17 |
| English | 275 | Thai | 16 |
| Hindi-Urdu | 150 | Dutch | 15 |
| Russian | 150 | Kanarese (India) | 15 |
| Spanish | 145 | Serbo-Croatian | 15 |
| German | 100 | Burmese | 13 |
| Japanese | 100 | Hungarian | 13 |
| Malay (Bahasa Indonesia) | 70 | Lahnda (India, Pakistan) | 13 |
| Bengali (India, Pakistan) | 67 | Malayalam (India) | 13 |
| Arabic | 65 | Oriya (India) | 13 |
| French | 65 | Sundanese (Indonesia) | 13 |
| Portuguese | 65 | Byelorussian | 12 |
| Italian | 50 | Visayan (Philippines) | 9 |
| Javanese | 41 | Greek (modern) | 9 |
| Ukrainian | 40 | Hausa (Central Africa) | 9 |
| Bihari (India) | 35 | Swedish | 9 |
| Telugu (India) | 33 | Czech | 8 |
| Korean | 32 | Pushtu (Afghanistan, Pakistan) | 8 |
| Polish | 30 | Swahili (East Africa) | 8 |
| Tamil (India, Ceylon) | 29 | Bulgarian | 7 |
| Marathi (India) | 28 | Madurese (Indonesia) | 7 |
| Punjabi (India, Pakistan) | 25 | Singhalese (Ceylon) | 7 |
| Turkish | 22 | Amharic (Ethiopia) | 6 |
| Gujarati (India, Pakistan) | 20 | Catalan (Spain, France) | 6 |
| Persian | 20 | Uzbek (U.S.S.R.) | 6 |
| Vietnamese | 20 | Assamese | 5 |
| Rajasthani (India, Pakistan) | 17 | Azerbaijani | 5 |

| Language | Native speakers (millions) | Language | Native speakers (millions) |
|---|---|---|---|
| Flemish (Belgium) | 5 | Santali | 3 |
| Kurdish | 5 | Slovak | 3 |
| Mossi (West Africa) | 5 | Albanian | 2 |
| Sindhi (India) | 5 | Georgian (U.S.S.R.) | 2 |
| Tagalog (Philippines) | 5 | Gondi (India) | 2 |
| Tibetan | 5 | Hebrew (modern) | 2 |
| Yiddish | 5 | Slovene | 2 |
| Danish | 4 | Estonian | 1 |
| Finnish | 4 | Lettish | 1 |
| Norwegian | 4 | Mordvin | 1 |
| Armenian | 3 | Cheremis | |
| Khmer (Cambodia) | 3 | Hawaiian | |
| Lithuanian | 3 | Lapp | |
| Nepali (India) | 3 | Romany | |

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Designed to measure achievement in comprehension of spoken French. May be used from the second year of high-school study. Thirty-minute multiple-choice listening test on tape with sections on phonetic discrimination, comprehension of isolated questions, sentence completion, and understanding of conversation and conversational narrative.

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For use, with other data, in placement or for ability grouping. In 5 parts: number learning (aural); phonetic script (audio-visual); spelling clues; words in sentences; and paired associates. One hour for the complete test. Directions and aural sections on tape.

STANDARDIZED ACHIEVEMENT TESTS IN MODERN FOREIGN LANGUAGES

For use during the 1960–61 school year it is expected that the Educational Testing Service, Princeton, N.J., will have available new standardized tests in the four skills for the commonly taught languages. These tests will recognize the basic changes in language teaching theory of recent years and will cover the complete language taught in the listening, speaking, reading, and writing sequence.

COLLEGE ENTRANCE EXAMINATION BOARD ACHIEVEMENT TESTS

Information concerning the examination dates and fees for the modern language tests in French, Spanish, German, Italian, and Russian, available in the College Board Examinations, may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, N.J., or Box 27896, Los Angeles 27, Calif.

Each test in French, Spanish, and German (available four times a year) is a 1-hour multiple-choice test for pupils with 2, 3, or 4 years of the high school language. There are sections on vocabulary, grammar, syntax, and reading comprehension. These tests are designed to determine proficiency in a language as one indicator of fitness for admission to member colleges and as an aid in selection of scholarship recipients. A 30-minute listening comprehension test on tape is available about 2 weeks before the regular March administration of these tests if the pupil's school has a tape recorder and is willing to administer the tests.

A 1-hour test in Russian for students with 2 years of the high school language will be offered for the first time in 1961 and every March thereafter. A listening comprehension test on tape is planned as a part of the program beginning in 1962.

The 90-minute test in Italian, composed of multiple-choice and essay-type questions, is for pupils with 2 or 3 years of Italian. It is available on a supplementary basis once a year, about 2 weeks before the regular March administration of the College Board Tests, through the cooperation of the candidate's high school. A listening comprehension test in Italian will be added in 1961.

COLLEGE BOARD PLACEMENT TESTS

Information concerning the procedures and costs for the administration of the College Board Placement Tests by accredited colleges and universities only may be obtained by writing to College Board Placement Tests, Box 592, Princeton, N.J., or Box 27896, Los Angeles 27, Calif. Two different kinds of tests are separately available in French, German, and Spanish:

1. Foreign Language Reading Tests. One-hour objective tests for pupils with 2, 3, or 4 years of high school language. Questions test the student's knowledge of vocabulary, his understanding of syntax, and his ability to read and comprehend passages written in the language.

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